ONTARIO DEPARTMENT OF EDUCATION

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Ontario Elementary School Radio Broadcasts

SEPTEMBER 1965

MAY 1966

PROGRAMS PRESENTED BY THE ONTARIO DEPARTMENT OF EDUCATION IN CO-OPERATION WITH THE CANADIAN BROADCASTING CORPORATION

FOREWORD
From The
MINISTER

An Invaluable Aid

The Ontario Department of Education has been providing school radio broadcasts for nearly a quarter of a century. Beginning in a small way in the early 1940's with a series of Music programs, this service has grown and expanded until to-day broadcasts are offered for a half hour daily, Monday to Thursday from the last week of September until the week prior to Easter. Some series included are made available through the British Broadcasting Corporation.

The schedule of broadcasts is planned and prepared by the Departmental Radio Committee working in close co-operation with the School Broadcasts and Youth Programming Branch of the Canadian Broadcasting Corporation. The programs are carried across the province through the courtesy of the network of Canadian Broadcasting Corporation and private stations. This co-operation is greatly appreciated.

In addition to the Ontario broadcasts, Canadian School Broadcasts are provided on Fridays. These programs of a national nature are proposed to the Canadian Broadcasting Corporation by members of the National Advisory Council at an annual planning meeting each fall.

Information about the 1965-66 broadcasts is contained in this manual. It is my sincere hope that this enlarged publication outlining in greater detail than previously the aims, content, suggested related activities and some related aids for each series will be more useful to all teachers who use radio broadcasts as a supplement to the on-going classroom program.

I suggest that each teacher study the manual closely and choose only those programs that can contribute to the grades and age levels of the class. These presentations have been planned and produced by experts in the educational and broadcasting fields to assist teachers in their profession. Properly introduced and used with students whose imagination has been trained to listen, school broadcasts do offer a tremendous amount of useful information to add to that gained from reading books, watching films, viewing television or from any other teaching aid used to make learning more interesting and lasting.

I urge you, then, to make full use of radio broadcasts. Through the medium of radio, and through the co-operation and facilities of the Canadian Broadcasting Corporation and its network, the Department of Education is providing and promoting a service of enriching the learning experiences of students in the schools of Ontario. May you find these programs both enjoyable and instructional.

William G. Davis

MINISTER OF EDUCATION
August, 1965

Schedule of Elementary School Broadcasts

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Suggestions for Radio Listening and Effective Utilization

A school broadcast is not a substitute for teaching, but is intended to supplement and enrich classroom work. In consultation with classroom teachers, authorities in the various subjects dealt with, have prepared the programs listed in this manual. Their success depends on the way in which they are handled by the teacher and students in the classroom. There are no hard and fast rules for using a broadcast: the teacher is advised to experiment, on the basis of the suggestions given here.

CONDITIONS OF LISTENING

Remember that there is such a thing as good and poor listening. Listening is a faculty which can be encouraged by suitable surroundings and improved by practice. The physical surroundings of a broadcast include the set-up of the classroom itself as well as the quality of the sound that comes out of the loudspeaker.

Listening in a school auditorium or in a corridor has been found by experience to be less satisfactory than listening in one's own classroom. Distractions of all kinds, especially noises from outside, should be avoided. Movement inside the classroom during the broadcast should be kept to a minimum.

The radio receiver should be checked beforehand to make certain that it is in good working order. It should have a loudspeaker of sufficient size, with adequate volume, to ensure classroom listening without strain or distortion. Tune in early to the station carrying the program and adjust the volume to suit the ears of all present both at the front and the back of the classroom.

BEFORE THE BROADCAST

This manual gives essential information about each series as well as a brief outline of the contents of each individual program. It is recommended that the teacher study the outlines before the program to gain a clearer idea of how it can be related to the current work of the class.

Before the broadcast begins, the teacher should display any available pictures, maps or diagrams that are likely to help the pupils follow the program. New or difficult words or names that may occur in the program should be written on the chalkboard. When announcing the title of the presentation, the teacher should discuss its main theme and explain the reason for listening.

DURING THE BROADCAST

Not all students are naturally good listeners. Some learn faster with their eyes than their ears and vice versa. Some find it difficult to focus full attention on a loudspeaker; others are easily distracted from it. Generally, the class will reflect the interest and sincerity shown by the teacher in listening. Sometimes the teacher may find it helpful to make notes, but it is usually not desirable for the students to do so.

A broadcast should be regarded as a listening experience which is intended not so much to inculcate facts as to stimulate the imagination and widen the outlook and interests of the students. The teacher should closely watch the class reactions to the program to determine the most effective way of following it up.

AFTER THE BROADCAST

A good broadcast is rarely complete in itself. It needs a follow-up, by the teacher, to clinch its conclusion. Such follow-up may be completed during the same lesson period or extended over later periods.

It is a good idea to find out, right away, whether the broadcast was considered useful or not, and why. In this way you can train your students to listen critically and with discrimination.

A quiz or question-and-answer period is probably the commonest form of follow-up. But too rigid testing is liable to spoil the pleasure of listening.

Discussion of the content of the broadcast should arise naturally out of the interest shown by the class. If nothing obvious suggests itself, you can draw on the comments and suggestions given in the manual. These are likely to include suggestions for further reading, preparation of maps and scrapbooks, art work and committee assignments for further investigation.

The impression left by most broadcasts can be made more vivid and lasting by the use of other audio-visual aids, usually at a later period. For example, Music broadcasts can be supplemented with phonograph records. Programs dealing with Social Studies (History, Geography and Current Events), Science and Literature can be supplemented with films, filmstrips and still pictures. The manual gives, after most series, a recommended list of some aural and visual aids.

Films bearing a code number may be obtained from the Audio-Visual Education Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario. Filmstrips, recordings and non-projected aids can be secured from the dealers listed in this manual. *Do not* apply to the Audio-Visual Section for these related aids. Recommended books are usually available at public libraries.

ONTARIO DISTRIBUTORS OF FILMSTRIPS

S.V.E. Educational Film Distributors, 577 Jarvis Street, Toronto 5, Ontario.
Agent for: Society for Visual Education.

J.H. Mr. G. Watt, 15 Ferbane Place, Willowdale, Ontario.
Agent for: Jam Handy.

McG.-H. McGraw-Hill Company of Canada Ltd., 330 Progress Avenue, Scarborough, Ontario.
Agent for: McGraw-Hill.

N.F.B. National Film Board, 1 Lombard Street, Toronto 1, Ontario.
Agent for: National Film Board.

E.G.H. Mr. M. Melnyk, 447 Tinniswood Street, Winnipeg 14, Manitoba.
Agent for: Eye Gate House.

E.B. Encyclopaedia Britannica Ltd., 151 Bloor Street West, Toronto 5, Ontario.
Agent for: Encyclopaedia Britannica, Disney.

PRIMARY DIVISION

Primary Stories

PRIMARY DIVISION (KINDERGARTEN — GRADE 3)

MONDAYS, 11:00-11:15 A.M.

"Give us books," say the children, "give us wings. You who are powerful and strong, help us to escape into the faraway. Build us azure palaces in the midst of enchanted gardens. Show us fairies strolling about in the moonlight. We are willing to learn everything that we are taught in school but, please, let us keep our dreams."

— Paul Hazard, in *Books, Children and Men.*

The aims of the broadcasts in this series are to introduce children to experiences in the book world that will stimulate the imagination and broaden the limited horizon of their everyday world and to develop a love and appreciation for books, hoping that a desire to read or hear these particular titles and others related to them, will follow each broadcast.

1. *September 27* . . . HARRY THE DIRTY DOG, Gene Zion (Harper and Row)

Harry was a white dog with black spots, who liked everything, except—getting a bath. One day a black dog with white spots came home. When he heard the water running in the tub, Harry knew he must act quickly!

2. *October 4* . . . BEDTIME FOR FRANCES, Russell Hoban (Harper and Row)

Frances is a little animal who has trouble getting to sleep after she has been tucked in bed. When tigers and giants appear—and maybe bugs and spiders—through the crack in the ceiling, somebody must tell mother and dad at once.

3. *October 18* . . . THEODORE TURTLE, Ellen MacGregor (McGraw-Hill Book Company)

Theodore has a problem. When he finds one thing he loses another. When the sun is shining he must wear his rubbers just in case it rains. Four rubbers are an awkward load for a little turtle to carry from the attic to the hall. When he finally sits down on the bottom step to put them on, one is missing. In the search for it, a newspaper, an alarm clock, a tea pot, an axe and a garden hose are all lost and found.

4. *October 25* . . . THE LITTLEST WITCH, Jeanne Massy (Alfred A. Knopf)

It was a dark, creepy, scarey Hallowe'en night when twenty-five witches set out for the moon. Since the littlest witch had only had her broom for three weeks, she bumped along very closely to the ground until she heard "mew, mew". Down she came, picked up a black little kitten, put him under her hat and off she sailed again.

5. *November 1* . . . TARO AND TOFU, Masako Matsuno (World Publishing Company)

When Taro's mother heard poo--- poooo--- pooooo---- she knew the old peddler with his tofu (bean curd) was passing by. But one cold, wintry evening the old man did not come and Taro, with a small pan for tofu in one hand and a one hundred yen coin in the other, ran through the winter dusk to the man's shop. On the way home he found that he had been given forty yen too much in change. What should he do?

6. *November 8* . . . JOHANN, THE WOODCARVER, Gilmore Wood (Frederick Warne & Co., Ltd.)

From a block of wood, old Johann carved a very special little house with tiny doors and windows and a little garden. All the children watched and admired it as they passed by his window on the way to school. One day Johann found a cuckoo egg in the garden and this gave him a new idea for his house.

RELATED ACTIVITIES:

Early in September Primary teachers might borrow from the school or public library copies of the books to be used on the broadcasts and become familiar with the stories. The books could be read aloud to the children either before or after the broadcast, or when the story relates to a particular experience in the classroom. It is hoped that the children will find fun and enjoyment in these particular books and the additional titles, films and records listed below.

RELATED AIDS:

FILMS

E- 74–*Frog Princess, The*
E- 56–*Goldilocks and the Three Bears*
E- 1–*Hare and the Tortoise*
E- 48–*King Midas, Story of*
E- 30–*Little Red Riding Hood*
E- 32–*Rumpelstiltskin*
E-118–*Shoemaker and the Elves*
E- 64–*Three Little Pigs*

NON-PROJECTED

Other books by the same authors:
Harry and the Lady Next Door – Zion
The Plant Sitter – Zion
Bread and Jam for Frances – Hoban
A Pair of Red Clogs – Matsuno

RECORDS

Follow the Sunset – Folkways
Let's Listen Stories – Caedmon
Story of Babar, the Elephant – Music Library
The Three Little Pigs – Caedmon
Grimm's Fairy Tales – Decca
The Little Match Girl and Other Tales – Caedmon
The Ugly Duckling and Other Tales – Caedmon
Winnie the Pooh and Christopher Robin – Decca

Let's Join In

PRIMARY DIVISION (GRADES 1-3)

WEDNESDAYS, 11:15 — 11:30 A.M.

Through the courtesy of the British Broadcasting Corporation, a series of six dramatizations of books at the primary level is presented. The main aim is to stimulate and capture the imagination of children in this age group and to provide purposeful entertainment. Most of the programs are illustrated with music and other sound effects as well as with rhymes and songs.

1. *November 10* . . . THE ANT AND THE GRASSHOPPER, Gwen Dunn

   The Grasshopper—a lovely creature with long, thin legs, shiny and red, with body and wings of green—danced and sang his way through each long summer day without giving a thought for the morrow. Unlike his neighbours, the beetle, the spider and the ant, it didn't occur to him to prepare for the long winter days ahead; he was sure the sun would shine always. But one day he awoke to a sky that was dull and grey; and instead of green grass above his head he saw tall white spikes, as hard as glass. He searched for food, but couldn't find any, so in desperation he turned to his neighbours for help, calling first on Miss Ant.

2. *November 17* . . . JONATHAN JOHN AND HIS WIFE, Jean Sutcliffe

   When Jonathan John had finished building his little house on the side of a hill he went along to the village to ask Gertrude if she would marry him. Gertrude was so delighted when she saw the little house that she agreed to become Mrs. Jonathan John straightaway. So they had a wedding and were as happy as the day was long; that is, until Jonathan John began grumbling that his work in the fields was harder than Gertrude's in the home. In fact he grumbled so much that Gertrude said, "Alright, Jonathan John, I'll do your work in the hay fields and you shall stay at home and do mine." Jonathan John thought this was a wonderful arrangement and imagined he was in for a life of ease.

3. *November 24* . . . THE LITTLE COCK WITH THE GOLDEN COMB, from *Russian Tales for Children*, Alexie Tolstoi

   It was fortunate for the hero of this tale that he had two good friends—a cat and a speckled thrush. The three of them lived together in a small wooden hut in the forest; sometimes the cat and the thrush went off to chop wood, while the little cock stayed at home to keep house. And always, before they left, they warned the little cock, "If the fox comes a-calling don't make the least

sound, or look through the window while she is around." But the wily fox, who had a good singing voice, used it to flatter the silly little cock with pretty songs as soon as the cat and the thrush were out of sight.

The broadcast (most of it is in rhyme) tells what happened when the fox captured the cock and how the two good friends came to his rescue.

4. *December 1* . . . THE WHALE WHO WANTED A WAISTCOAT, Ann Driver

Mr. Whale, out swimming one day without his hat, caught a nasty cold and on his doctor's advice decided from then onwards to wear a waistcoat. Quite recovered from his cold and smart in his new yellow waistcoat (knitted for him by Mrs. Seal), he decided to look for a job; but jobs for whales aren't easy to find.

5. *December 8* . . . ROLY POLY AND NIMINY PIMINY, Eileen Eastwood

Two poor old men, Roly Poly and Niminy Piminy, living in a cottage on the edge of a thick forest, long for a dish of juicy mouthwatering, mutton stew "with carrots and onions and dumplings too"—instead of their daily diet of cold porridge and bread and cheese. And because of their kindness to a frail old woman, their wish is granted.

6. *December 15* . . . IGOR THE PROUD, Ann Lovell

Igor the Proud, a rather handsome black tom-cat, left home to live as a cat should live, eating and sleeping where he liked and belonging to nobody. But as time went by he grew tired of scratching through dustbins and rubbish heaps for food; also, he was beginning to feel lonely. About this time a young tabby she-cat (also homeless and lonely) made her appearance and through an act of chivalrous heroism on Igor's part they became very good friends.

RELATED ACTIVITIES:

Before the broadcast, the teacher could prepare the pupils for listening by outlining the plot of each story. These programs could lead to creative story-telling, play acting and art.

Physical Education

PRIMARY DIVISION, (GRADES 1-3)

MONDAYS, 11:00 — 11:15 A.M.

DANCE FOR PRIMARY CHILDREN

Young children are naturally spontaneous and imaginative. These characteristics are fostered through art, music and drama. Movement is another outlet through which children can express their ideas and moods. In the expression of these ideas and moods through movement, movement becomes dance.

The aims of dance as outlined in *Movement Education for Infants* clearly illustrate the importance of this art form:

1. To train the children in another creative art form.
2. To awaken and preserve the children's impulses and spontaneity.
3. To develop poise and confidence.
4. To train the control of the body and an understanding of its powers and limitations.
5. To train intelligent listening to accompaniment.
6. To train co-operation with others in creative work.

This series of five broadcasts has been designed to give primary school children an experience in dance. If possible the class should be taken to the gymnasium or playroom, in order that the pupils will have sufficient space in which to move. If the children are to listen to the broadcast in the classroom, the desks should be moved to provide as large a clear space for activity as is possible. *No equipment will be necessary for this series.*

The children will find their movement will be less restricted if arrangements can be made to have them work in shorts, T-shirts and their bare feet.

1. *November 15* . . . MOVEMENT AND STILLNESS

This initial program will provide an opportunity for the children to experiment with different methods of movement on the spot and throughout the room. These movements will be combined with periods of stillness to produce a dance sequence.

Ideas for future dance lessons:

1. Body shape at the beginning of the dance sequence, during the periods of stillness within the sequence and at the end.
2. Complete one phrase of the dance sequence, turn around and dance back to the starting point.
3. Dance to a spot in a straight line (direct pathway) or in a curved line (flexible pathway).

2. *November 22* . . . QUICK AND SLOW MOVEMENTS

The emphasis in this broadcast will be on the speed of movement. Slow movement and quick movement will be encouraged as the children move on the spot or around the room. The gradual changes from slow to quick movements will also be explored. These alternating quick and slow movements will form the basis for a simple dance study.

Ideas for future dance lessons:

1. Dance using slow movements and moving forwards and backwards.
2. Dance slowly with your feet and quickly with another part of your body.
3. Dance quickly, making the stop at the end of the phrase very sudden.

3. *November 29* . . . THE USE OF SPACE–LEVELS

In this program the children will be mainly concerned with how their bodies or parts of their bodies can move in space. Special emphasis will be placed on ways to move in the three levels — low, medium and high.

Ideas for future dance lessons:

1. Find ways to move up high in the air and make up a "high dance".
2. Find ways to move close to the floor and make up a "low dance".
3. Dance quickly to a spot and end in a twisted shape.

4. *December 6* . . . STRENGTH AND LIGHTNESS

Strength and lightness in movement will provide the theme for this presentation. By practising such strong movements as punching, pushing and kicking and such light movements as dabbing, floating and gliding, the children will quickly become aware of the difference between strong and light.

Ideas for future dance lessons:

1. Dance lightly and quickly, sometimes being close to the floor and sometimes high in the air.
2. Make a straight, stiff shape that dances backwards.
3. Make a pushing and pulling dance with a partner.

5. *December 13* . . . SUDDEN AND SUSTAINED MOVEMENT

In the last broadcast the pupils will discover the difference between sudden or spiky and smooth or sustained movements. These two qualities will also be used to form contrasting body shapes. The climax, in dramatic form, will be based on these contrasts.

Ideas for future dance lessons:

1. Make yourself grow smoothly from a little shape to a big shape; dance lightly to a spot and shrink slowly into the floor.
2. Dance with your elbows.
3. Make a strong, twisted shape, unwind yourself, dance to a spot and end in a high straight shape.

4. Some suggestions for dances based on dramatic ideas:
   The Toy Shop
   Fireworks
   Puppets
   Indians

RELATED ACTIVITIES:

The role of the teacher during each presentation is vitally important. From her will come the encouragement the children need to think and work independently. She can assist them by:

1. Observing the class closely.
2. Noting original movement ideas.
3. Commenting on these ideas to the class.
4. Assisting the children in the development of their ideas.
   Some suitable comments might be:
   "See how Susie is twisted up."
   "Can you move in the shape you have made?"
   "Reach higher in the air!"
   "John and Jack are running very lightly."

The climaxes of these broadcasts may take one of the following three forms:

1. Dramatic form.
2. A simple dance study.
3. Interpretation of suitable pieces of music.

RELATED AIDS:

FILMS

PE-91 — *Movement Speaks*
PE-73 — *Dance Your Own Way*

NON-PROJECTED

BOOKS

Movement Education For Infants – (London County Council)
Music, Movement and Mime For Children – Gray and Percival (Oxford Press)
Modern Dance in Education – Joan Russell (MacDonald and Evans)

RECORDS

Adventures in Music Grade 1 – RCA Victor
Adventures in Music Grade 2 – RCA Victor
Adventures in Music Grade 3 – RCA Victor
Listen and Move (record series) – Laban (MacDonald and Evans)
Music For Children – Carl Orff and Gunild Keetman (Angel Records)

Christmas in Saskatchewan

FRIDAY, DECEMBER 17
11:00–11:30 A.M.

Choirs from schools in Saskatchewan will be featured in the annual program of Christmas music and carols. Pupils are invited to listen and to participate wherever possible in this festive broadcast. (See *Calling Young Canada* for details.)

Primary Science

PRIMARY DIVISION (GRADE 2)

THURSDAYS, 11:00–11:15 A.M.

WHY OH WHY?

The title of these broadcasts was chosen to highlight the fact that curiosity is a natural trait of children. The aim of the series will be to use the element of curiosity to build children's scientific awareness of their surroundings. Featured in the programs will be two seven-year old children and an older child who become involved in "backyard" play situations through which they discover that air serves them in nearly everything they do.

1. *December 2* . . . WHAT IS AIR?
   What is air? Can we feel it? How do we know it's there? Can we smell it? Is it pure? Children find some of the answers by blasting off a make-believe rocket into space.

2. *December 9* . . . WINDY DAY
   Children chase a hat blown by wind along a lakeshore. They learn what wind is and what it does for man.

3. *December 16* . . . AIR AND LIFE
   Children are intrigued with problems of man's survival under the sea and in space. This program will point out that all life needs oxygen.

RELATED ACTIVITIES:

After each broadcast, the pupils should be encouraged to explore and experiment with ideas which particularly appealed to them: directed observations and further research through books and experiments using simple apparatus;

recording and sharing results of research through pictures, charts, language, class discussion, music and drama. Topics for further study could be: Does air have differences in being hot or cold? Does air have moisture? How does air affect the way people live? Does air have weight? How to build a simple weather vane and record its variance over a period of time. Take a field trip. Study evaporation of water. How is voice produced? What carries sound? Experiment with musical wind instruments such as the recorder, trumpet and flute to discover how their sound is made. Experiment with bags, balloons and mirrors to show that we have air in our lungs. Study gravity. Let the children under teacher direction devise and carry out experiments and make observations.

RELATED AIDS:

FILMS

SG- 73 – *How Weather Helps Us*
SS-404 – *Life in Cold Lands*
SS- 38 – *Eskimo Children*

FILMSTRIPS

Basic Primary Science – S.V.E.
How Seeds Travel – J.H.
Pesky the Cold Bug – McG.-H.

NON-PROJECTED MAGAZINES

Golden Magazine for Boys and Girls (issued monthly)
Golden Press, Incorporated,
North Road,
Poughkeepsie, N.Y. 12602.

Primary School Music

PRIMARY DIVISION (GRADES 1-3)

MONDAYS, 11:00–11:15 A.M.

Commencing January 3rd, 1966, a series of five broadcasts especially prepared for the pupils of grades 1 to 3 inclusive will be presented. Each program will be built around two songs. Teachers are asked to teach the first song, taken from the *New Highroad of Song*, *Grades 1-3*, Fenwick, (Gage), previous to the broadcast. Additional songs, one for each program, are reprinted in the pages which follow and are listed below with an asterisk (*). Teachers are asked *not* to teach the "new" songs; they will be presented in detail during the broadcasts.

With a view to re-inforcing the ear-training and music reading program in the classrooms, certain songs or phrases will be presented in tonic sol-fa syllables. Teachers are asked to have a syllable modulator on the blackboard for use in these broadcasts. Brass, wood-wind, string, or percussion instruments will be introduced in relation to the songs which are being presented.

1. *January 3* . . . SNOWFLAKES – Page 48 – NHRS 1-3
   **Chiapanecas* – Page 18
2. *January 10* . . . CARPENTER, CARPENTER – Page 52 – NHRS 1-3
   **The Mockingbird Song* – Page 19
3. *January 17* . . . DAPPLE GRAY – Page 66 – NHRS 1-3
   **Tammy the Cat* – Page 20
4. *January 24* . . . BOY AND BIRD – Page 111 – NHRS 1-3
   **Waltz Song* – Page 21
5. *January 31* . . . WHO'S AT THE DOOR? – Page 76 – NHRS 1-3
   **The Big Bass Drum* – Page 22

RELATED AIDS:

NON-PROJECTED

BOOKS

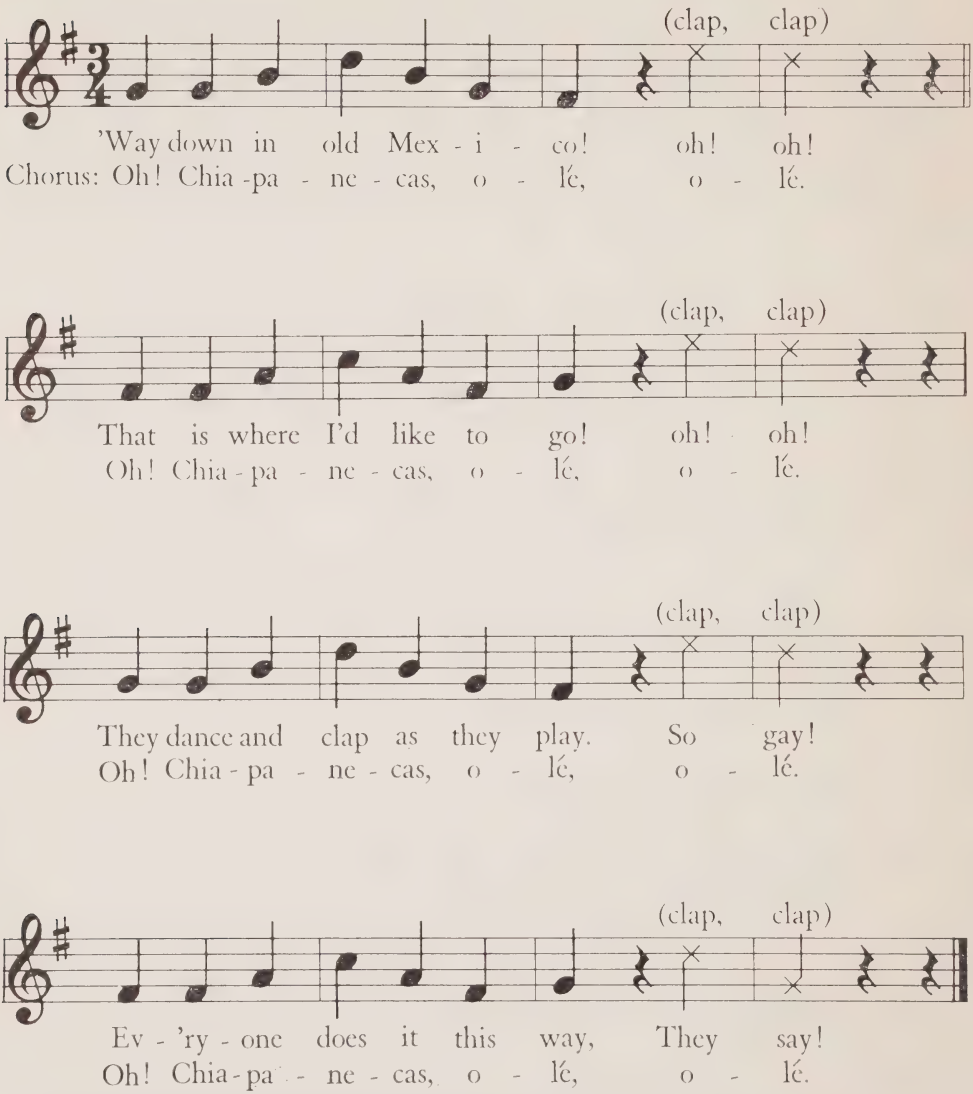
Musical Growth in the Elementary School – Bergethon, Boardman (Holt, Rinehart and Winston)

Song for Primary Music No. 1.

MONDAY, JANUARY 3RD.

CHIAPANECAS

Words by Lansing MacDowell
Mexican Clap Hands Dance



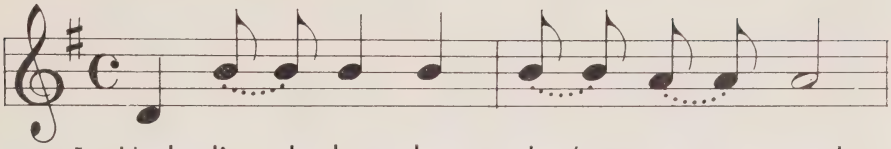
(Chiapanecas = Cha - pa - nay - kas)

Reprinted from *Songtime 3*.
With permission of the publishers,
Holt, Rinehart and Winston of Canada

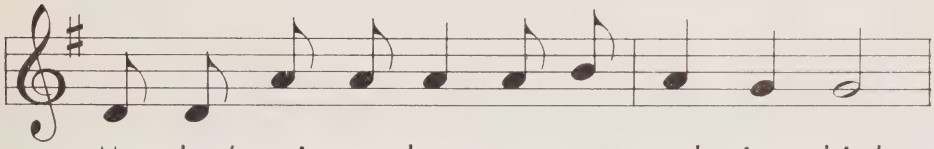
Song for Primary Music No. 2.

MONDAY, JANUARY 10TH.

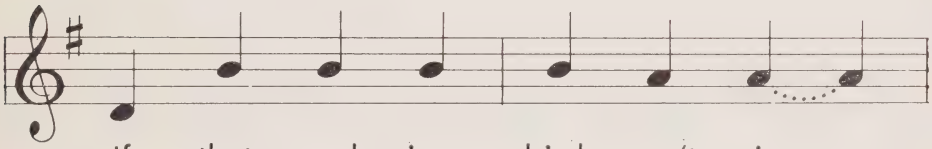
THE MOCKINGBIRD SONG



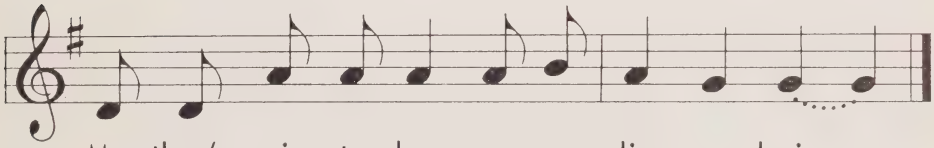
1. Hush lit – tle ba – by, don't say a word,
2. If that dia – mond ring turns brass,
3. If that bil - ly goat won't pull,
4. If that dog named Ro – ver won't bark,



Mo – ther's going to buy you a mock – ing – bird.
Mo – ther's going to buy you a look – ing glass.
Mo – ther's going to buy you a cart and bull.
Mo – ther's going to buy you a horse and cart.



If that mock – ing – bird won't sing,
If that look – ing glass gets broke,
If that cart and bull turn o – ver,
If that horse and cart fall down,



Mo–ther's going to buy you a dia – mond ring.
Mo–ther's going to buy you a bil – ly goat.
Mo–ther's going to buy you a dog named Ro – ver.
You'll still be the pret – ti – est one in town.

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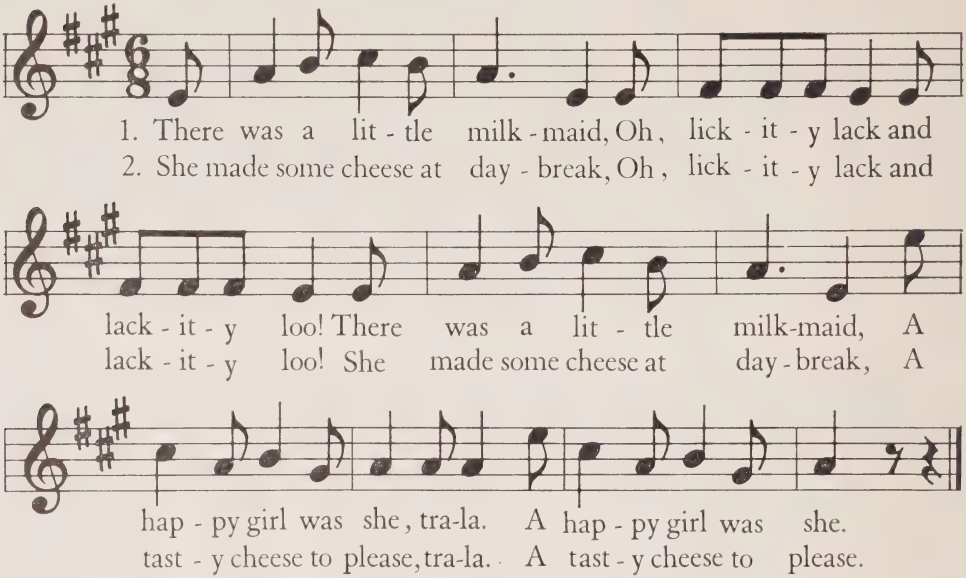
Song for Primary Music No. 3.

MONDAY, JANUARY 17TH.

TAMMY THE CAT

Words by John Wood
French Song



3. She left her cat to watch it,
Oh,lickity lack and lackity loo!
She left her cat to watch it,
A hungry cat seemed he,tra-la.
A hungry cat seemed he.

4. Now Tammy, don't go near it,
Oh,lickity lack and lackity loo!
Now, Tammy, don't go near it,
Or I'll be very cross,tra-la.
Or I'll be very cross.

5. But Tammy was so hungry,
Oh,lickity lack and lackity loo!
But Tammy was so hungry,
He took a little lick,tra-la.
He took a little lick.

6. His little mistress saw him,
Oh,lickity lack and lackity loo!
His little mistress saw him,
And chased him with a broom,tra-la.
And chased him with a broom.

7. Poor Tammy ran so quickly,
Oh,lickity lack and lackity loo!
Poor Tammy ran so quickly,
And after him went she,tra-la.
And after him went she.

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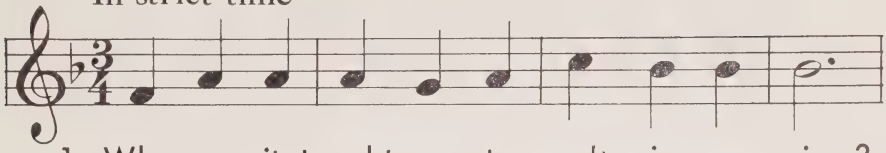
Song for Primary Music No. 4.

MONDAY, JANUARY 24TH.

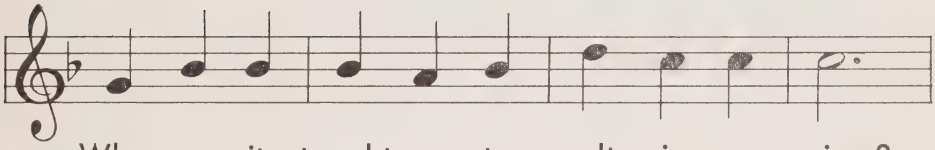
WALTZ SONG

Czech Folk Song

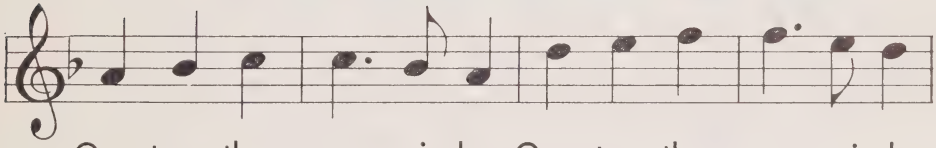
In strict time



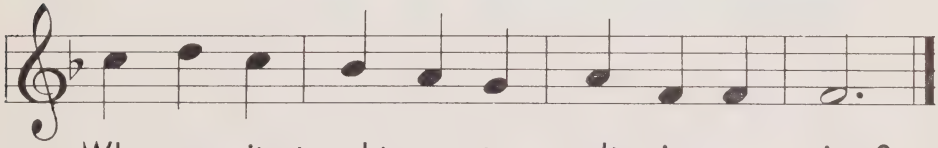
1. Who was it taught you to waltz in a ring?
2. Oh, it was Mo – ther who taught me to waltz,



Who was it taught you to waltz in a ring?
Oh, it was Mo – ther who taught me to waltz,



One, two, three, mer – ri – ly, One, two, three, mer – ri – ly.
One, two, three, mer – ri – ly, One, two, three, mer – ri – ly.



Who was it taught you to waltz in a ring?
Oh, it was Mo – ther who taught me to waltz.

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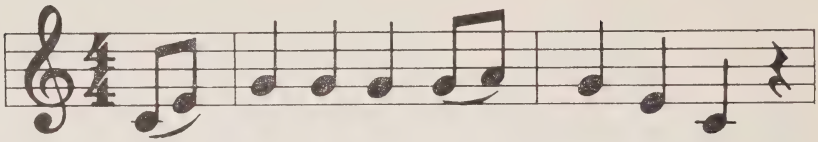
Song for Primary Music No. 5.

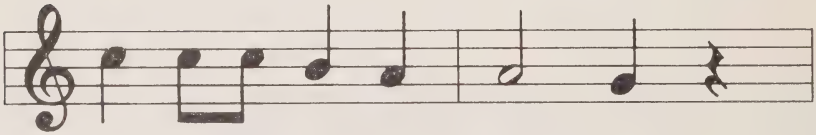
MONDAY, JANUARY 31ST.

THE BIG BASS DRUM

Old Game Song

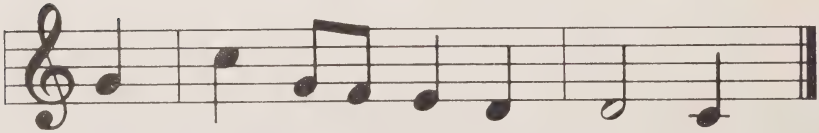


1-3. Oh—, we can play on the
1. big bass drum.
2. tam-bou-rine.
3. tri - an - gle.



1-3. This is the mu - sic to it!

*1. Boom, boom, boom goes the big bass drum!
2. Clink, clink, clink goes the tam-bou-rine!
3. Ting, ting, ting goes the tri - an - gle!



1-3. And that is the way we do it.

*With each new verse, repeat the third line from the earlier verses.

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Oral Language

PRIMARY DIVISION (GRADES 1-2)

WEDNESDAYS, 11:15–11:30 A.M.

AT SIXES AND SEVENS

When you are six or seven years old and are already caught up in that very important process known as "growing up", you will frequently find yourself "at sixes and sevens" with the demands which growing "up" makes at the expense of growing "out".

Growing "out" is a more natural process than growing "up". Growing "up" means conforming or accepting the cultural prototype. Growing "out" implies responding from within, inquiring, discovering, being sure, or in other words, "personalizing" experience. The core of all this probing and the key to developing a "personalized" view of life is language. The interaction of experience and language results in the formation of concepts — the basis of human thought.

When you are six or seven and are in school, initiative has largely passed from you to the school. You can no longer pick and choose, accept or reject, take or leave. Your environment has been largely pre-selected and predetermined for you. Unless your teacher understands the importance of bringing your interests and experiences into the classroom, it is very difficult to continue growing "out" in school.

It is very necessary for you to go on "probing" experience, to continue growing "out" as well as "up", when you are six or seven. This language series is dedicated to helping teachers make it possible for their six and seven year olds:

1. To realize that language and life are inseparable.
2. To engage naturally, with success and satisfaction, in the very complex business of relating to other human beings through language.
3. To develop, through vivid experience with functional language, the ability to retain and use the forms of expression necessary for everyday living.

This series will still be built around the experiences of Tommy Jackson Junior, who will continue to be known as "T.J.". Emphasis will be upon the experiences themselves, upon the necessity of language for finding out what is really happening and what things are really like. The teacher will be encouraged to develop the language *forms* – the songs, the poems, the expres-

sions—which re-create and reinforce the ideas and the experience with which the series deals. The broadcasts will attempt to supply the raw material of experience and concept through dramatic situations, leaving the teacher to develop the language *forms* which are given meaning and vitality by the experience.

1. *January 13* . . . T.J. RETURNS

   The series begins with T.J. making the acquaintance of a new neighbour. He is facing a new social situation and is worried about it. How do you get to know people and learn to form new relationships? T.J. makes some interesting discoveries.

2. *January 20* . . . THE MYSTERY

   A potato, feeling quite useless because it has no "eye" and cannot be used for planting, employs T.J. as a detective to search for the missing "eye". In the process T.J. re-traces the potato's history from birth to the present and, incidentally, learns about the production and distribution of food crops.

3. *January 27* . . . HOW LONG AGO IS LONG AGO?

   T.J. and friend are out for a walk in the woods when they find an object from the long-distant past. T.J. threads his way through the concept of "a long time ago", and, finding some reassurance in his grasp of "cave days", explores the concerns, the dangers and the threats of long ago. His reaction to the ancient habit of attributing human or god-like qualities to wind, thunder, etc. is quite refreshing.

4. *February 10* . . . THE DIME

   T.J. is faced with a decision. He has only one dime. He must decide whether to use it to help the lonely or the sick. In the process of deciding he reveals a child's awareness and understanding of distress in others and what kinds of help people often need. He considers trying to earn more money, then discovers that he can help others in different ways.

5. *February 17* . . . IT TAKES ALL KINDS

   Preoccupied with earning money to aid worthy causes, T.J. almost refuses to help the cause he is so busy earning money to serve. He meets a few "not-so-nice" people and discovers that people some are this way because they have needs which are not being met.

6. *February 24* . . . TOO MANY TEETH

   T.J. meets a lonely little girl, a social outcast, who feels that her problem stems

from her sturdy teeth. They are not falling out, like those of everyone else, so this must be why she is not accepted by the group. T. J. helps her learn the skills needed to be part of a group.

7. *March 10* . . . WHAT'S A FELLOW TO BELIEVE?

T.J. meets new and strange opinions and is fearful that he may not be able to discover which one is right. He learns that it is possible for different points of view to exist and that each human being has the *right* to a point of view, providing he has taken time to think the problem through as far as he is capable of thinking it through. He learns the difference between fact and opinion and discovers that it is not disloyal to hold a point of view contrary to that of parent or teacher.

8. *March 17* . . . WHEN IN ROME?

She of the sturdy teeth is now accepted by the group and loves it. She and T.J. explore the problem of being accepted by the group versus standing on one's own feet. Is there a "right" way to dress or wear one's hair? Are these matters for group or individual decision? Has the individual any responsibility for thinking through group opinion and deciding his own course of action?

9. *March 24* . . . FAR-AWAY FIELDS

T.J. rebels at the rules and regulations which prevail in his home and decides to leave. He announces to his adult friend that he plans to live with him. To his amazement, he discovers that the relationship changes when an adult is responsible for him and he learns the reasons for this. He learns tact and good manners in the process and how he can contribute to family life at home.

10. *March 31* . . . IT'S ALWAYS FAIR WEATHER?

T.J. has decided to make weather. He persists, in spite of ridicule, to reproduce those conditions which, according to his information, produces weather. When he discovers that the scale which he is using is not exactly what is called for, he engages in some mild fantasy . . . "If I *could* make weather . . ." There are some hilarious consequences of his experimentation.

RELATED ACTIVITIES:

As you plan your year's work, see how far you can integrate the concepts and experiences of the series into your regular instructional program. For example, it is easy to include a session on new neighbours in a social studies unit or in dealing with an appropriate reading selection. It really does not matter whether it occurs a day before the first broadcast or three months before.

The important thing is that a language broadcast is not allowed to remain a separate thing, but becomes an integral part of the whole process of development which goes on in your classroom.

BEFORE THE BROADCAST

1. Arrange the children informally and comfortably around the radio receiver. The grouping should be compact rather than dispersed.
2. Prepare the children to accept the radio characters as part of their classroom environment.
3. Avoid using the school public address system with young children if possible.
4. Adjust volume and tone controls to the point where a sound which will command the attention of the children is being broadcast.
5. Have the children set worthwhile listening goals:
   (a) By developing one of the main concepts of the broadcast—mystery, surprise, riddle or disappointment — having the children listen to discover "why".
   (b) By suggesting and discussing similar or contrasting experiences from the children's own environment which can be related and compared to the one being broadcast.
   (c) By speculating regarding the outcome and listening to see if it happens that way.
   (d) By providing sensory experiences which appear to be vital parts of the broadcast – unusual sights, sounds, tastes and feelings.
   (e) By using role-playing to explore in advance "problems" which might emerge in the broadcast.

DURING THE BROADCAST

1. Permit children to respond to, and interact with, the radio performers or with one another if they wish.
2. Discourage sustained conversation during the broadcast.
3. Have a visual signal which means, "You are denying someone else the privilege of listening," but use it only when this is what is happening.

AFTER THE BROADCAST

1. Encourage the children to respond to the broadcast in terms of the listening goal(s) previously set or in any direction which appeals to them.

2. When their spontaneous responses have slowed down, begin to introduce purposes which you have for teaching based upon the experience, making full use of the expressed interests of the children. Do not overlook the role which a tape recorder can play in this.

3. Language activities which can be supported by vivid experience include:
   (a) Dramatic play which re-creates episodes from the broadcast.
   (b) Reports featuring the actual happenings in the broadcast, resulting in charts and other simple records — (sequence chiefly).
   (c) Conversation and discussion, including not only the experiences but the children's attitudes and responses to them.
   (d) Re-creating and extending the experiences:
      (i) through songs and poems—provided by the teacher and composed by the children.
      (ii) through the learning of new words for old concepts.
      (iii) through expanding parts of the experience into "word pictures" of their own.
      (iv) through language games —
         — "What I would do if I were . . . . . ."
         — "What I wish I were in the grown-up world. . . . . ."
         — "Be and Tell" (a guessing game in which the child imagines himself to be a thing and has the others guess by telling what he is doing).
      (v) through handiwork activities (printing, crayoning, working with clay) with their accompanying stories or captions.
   (e) Story sequence, development of concepts and the relationship of the broadcast experience to the child's own experience may be further developed and compared through the use of filmstrips, felt-boards and related pictures.
   (f) Introducing imaginary or actual experiences which parallel or contrast with the broadcast experiences and allowing the children to respond naturally.

4. Language content and skills at grades 1 and 2 levels can include:
   (a) Word meaning(s) and usage.
   (b) Dealing with unfamiliar words using context.
   (c) Handling idiom and figurative expressions.
   (d) Developing sequence in story-telling and reporting.

(e) Speaking for effect—to cause the listener to feel sleepy, happy, sad or moody.
(f) Making generalizations and classifications regarding events, poems and stories.
(g) Developing sentence "flow" by dictating to the teacher when making charts and other records.
(h) Variety in expression — "Can we say it more clearly, more simply, in fewer words.....?"
(i) Developing realism in language — by appealing to the senses,
— by careful choice of detail.
(j) Inventing realistic words for sounds, sights, feelings.
(k) Discriminating between an adventure and a "tall" tale.

RELATED AIDS:

While some of the songs and poetry used in these broadcasts have been written especially for the series, many have been drawn from other sources. The song and poetry books listed under Non-Projected will be helpful to the teacher as the various programs are used.

FILMS

SS-486 – *Moving Day – Timmy's New Neighbours*
SS-294 – *Skipper Learns A Lesson*
SS-413 – *Where Does Our Food Come From?*
SS-206 – *Animals of Prehistoric America*
G- 88 – *Kindness to Others*
H- 101 – *Taking Care of Myself*
H- 41 – *Appreciating Our Parents*
SG- 73 – *How Weather Helps Us*

FILMSTRIPS

The Story of Fruits and Vegetables – E.B.
Dinosaurs – S.V.E.
Finding Out About Weather – S.V.E.

NON-PROJECTED

SONG BOOKS

Music Through The Day – Mursell et al (W. J. Gage Ltd.)
Songs To Grow On – Landek (George G. McLeod Ltd. – Wm. Sloane Associates Inc.)
More Songs To Grow On – Landek (George G. McLeod Ltd. – Wm. Sloane Associates Inc.)
Singing and Rhyming – Pitts et al (Ginn and Company)
Singing On Our Way – Pitts et al (Ginn and Company)

The Kindergarten Book – Pitts et al (Ginn and Company)
The First Grade Book – Pitts et al (Ginn and Company)
Music For Early Childhood – Nelson and Tipton (W. J. Gage Ltd. - Silver Burdett)
Animal Folksongs For Children – Seeger (Doubleday Publishers - Doubleday and Co.)
The Fireside Book of Folksongs – Boni (Musson Book Co. Ltd. - Simon and Schuster)

POETRY BOOKS

Very Young Verses – Geismer and Suter (Thomas Nelson & Sons (Canada) Ltd.)
The Faber Book of Nursery Verse – (British Book Service - Faber and Faber)

We Visit the Zoo

PRIMARY DIVISION (GRADES 1-3)

MONDAYS, 11:00–11:15 A.M.

The series is designed to familiarize children with some of the common zoo animals and to create a desire in the children to visit a zoo, to see and recognize the animals.

Each program will begin at or near the houses of David, Lorraine and Uncle Bill. David and Lorraine will be playing "house" and become tired of the game. David will suggest that instead of them playing "people house" they play "animal house". When they try the new game, they discover that they do not know what animals do at home. They will take their problem next door to Uncle Bill, who often has helped them out of difficulties. Uncle Bill will suggest that they visit some real wild animals — not in far-away countries but nearby at the zoo.

1. *February 7* . . . ELEPHANT

The natural abode of the elephant, his gray thick skin, his trunk and its use, his tusks, his large ears and small eyes and the fact that he is the biggest animal that walks on four legs will be brought into the story. The baby elephant, called a calf, will be mentioned as well as the work the tame elephant does for man. Three or four superstitions about elephants will be debunked.

2. *February 14* . . . EAGLE

The dwelling-place and the two species, bald eagle and golden eagle, will receive prominence. The eagle is fierce looking and the second largest bird in North America. The nest (aerie or eyrie) will be located and described as well as the young eagles called eaglets. Eagle feathers were highly prized by Indians for their war bonnets. While eagles are big they cannot carry off a child!

3. *February 21* . . . RACCOON

This animal native to Ontario is recognized by his black mask, his long hair and his ringed tail. He generally hunts for his food at night or on cloudy days and is rarely seen on bright days. His food and how he secures it should interest the children, especially the washing of the food if he catches it near water. The pioneers made "coonskin caps" which are often seen and worn even to-day.

4. *February 28* . . . POLAR BEAR

He lives in the land of ice and snow. You can tell him from all other bears by his smaller head, longer neck, slender body and the thick coat of long white hair, tinged with yellow which makes it difficult to see him against the white snow. Being a powerful swimmer he likes water. The thick pads of fur on the soles of his feet keep him from slipping on the ice. The young bears (cubs) are born with no fur on them, so mother has to keep them warm for several days.

RELATED ACTIVITIES:

Examining large pictures of the various zoo animals and using a few oral or printed questions based on their content would be good activities to create interest before the broadcasts. The follow-up could be answering further questions to stimulate discussion of what was learned and research into unanswered problems. For a final follow-up, a visit to the local zoo would be ideal.

RELATED AIDS:

FILMS

SN-205 – *Zoo Baby Animals*
SN- 25 – *Elephants*
SN- 26 – *Feeding Time at the Zoo*
SN- 94 – *The Zoo*
SN- 98 – *Washing Time at the Zoo*
SN-143 – *Zoo Babies*

FILMSTRIPS

Visit to the Zoo – S.V.E.
Animals of the Zoo – S.V.E.
Let's Go to the Zoo – J.H.
Raccoon – N.F.B.

SN-184 – *Zoo Families*
E- 38 – *Zoo Animals of Our Storybooks*

NON-PROJECTED

BOOKS

Animals From Everywhere – Clifford Webb
Zoo Parade – Richard Perkins
Zoo Babies – William Bridges
The Zoo Book – Dina Humphreys
Animals We Know – Bertha Parker
Big Zoo – William Bridges
The Book of Big Birds – Melita Hofmann
The Book of Elephants – W. W. Robinson
Here Come the Raccoons – Alice Gaudey
Here Come the Bears – Alice Gaudey

PICTURES

ANIMALS AT THE ZOO – laminated
Visual-Aid Division Screencraft,
1501 Carling Avenue,
Ottawa 3, Ontario.

PICTURES IN BOOKS –
World Book Encyclopaedia,
Childcraft of Canada,
150 Eglinton Avenue East,
Toronto, Ontario.
Compton's Pictured Encyclopaedia,
Miss A. Koopingarner,
Thornhill, Ontario.

ZOO ANIMALS –
Educational Film Distributors, Ltd.,
577 Jarvis Street,
Toronto 5, Ontario.

Child Life in Other Lands

PRIMARY DIVISION (GRADE 3)

MONDAYS, 11:00–11:15 A.M.

These four broadcasts are planned to provide a series of experiences for Grade 3 children in various African settings which will:

1. Make them aware of the different peoples inhabiting Africa.
2. Indicate that the children of these countries have needs and desires similar to those of Ontario children.
3. Point out problems facing children in Africa that are not likely to be encountered by children in Ontario.

This will be accomplished by comparing the homes, food, clothing, parents' work and schooling in four areas of Africa. Each program will involve narration and dramatization to bring out the above-stated aims.

1. *March 7* . . . ALGIERS

1. Large city — parts not unlike a large Canadian city, but other parts very unlike our cities — Casbah.
2. Located on the coast, backed by mountains behind which is the vast Sahara desert.
3. Discussion of religion, schooling, reasons for lack of schooling, brief visit to an Eastern market place, the contrast between old and new, and a brief history of the new country.

2. *March 14* . . . VILLAGE IN NIGERIA

1. Nigeria is also a new country, tropical, three-quarters of the people work on farms, two main crops, three hundred tribes, three hundred languages or dialects, poor transportation.
2. Discussion of some old tribal customs, stress on education and need to modernize and how it is being done.

3. *March 21* . . . COPPER MINE IN ZAMBIA

1. Much of the country is expanse of grassland.
2. Villages in some areas are still in native tradition.
3. Life in many towns is similar to our way of life.
4. Problems in change-over to western-type living.

4. *March 28* . . . VISIT TO ADDIS ABABA

1. Mountainous land — ancient land, isolated for many years, effect of geography on way people live.
2. Homes, clothing (traditional), food, schooling (Canadian teachers) of the people in this part of the world.

RELATED ACTIVITIES:

Introduction to Programs

1. Locate the country on a large globe or map.
2. Discuss how one could travel to the country.
3. Discuss what the weather and country would be like or the type of animals found in that part of the world.
4. Discuss what the people are like — what they do, where they would live, what languages they would speak.
5. Suggest that the pupils listen to the program for more information.

Follow-up Suggestions

1. Prepare a class scrapbook on the countries.
2. Have each child keep an individual booklet about the points discussed.
3. Develop a bulletin board display around a map of Africa with ribbons extending from the countries studied to pictures or accounts collected or created by the children.

RELATED AIDS:

FILMS

SS-636 – *West Africa – Nigeria*
SS-278 – *Mediterranean Africa*
SS-592 – *East Africa*
SS-590 – *Continent of Africa: Lands below the Sahara*
SS-584 – *African Continent – Tropical Region*
SS-329 – *Africa, East*

NON-PROJECTED

BOOKS

Tropic Africa – Life Series
Other Lands, Other People
Map and Chart of Africa
Hi Neighbour, Volume 3

Are available from:
United Nations Association in Canada,
329 Bloor Street West, Toronto 5, Ontario.

Write for Information

RECORDS

To accompany *Hi Neighbour*, Vol. 3
UNICEF Committee,
Austin Building,
737 Church Street,
Toronto, Ontario.

JUNIOR DIVISION

Current Events

JUNIOR DIVISION (GRADES 4-5)

THURSDAYS, 11:00–11:15 A.M.

FROM FAR AND NEAR

This new series of six broadcasts will be presented at approximately monthly intervals throughout the year. Its aim is to assist children in becoming more aware of provincial, national and international events. The news items used will be selected for their appeal to children of this age level and may be about people, new discoveries, places and animals. There will rarely be more than three or four such items in one broadcast.

A special feature of each broadcast will be a report from a traveller who is on his way around the world. During the broadcast season he expects to visit and send reports from Japan, Singapore, Hong Kong and Australia (not necessarily in this order) as well as references to his modes of travel and the route he is taking.

Because of the topical nature of this series, teachers will find it difficult to introduce each broadcast in a specific way. However, much can be done beforehand with a large wall map, globe and individual atlases to help the children locate places in the news. Class or individual news booklets may be made. A pupil or group of pupils may wish to tell the class about a news event as it might be seen through the eyes of the person involved. During the broadcast, the names of the persons and places mentioned could be listed on the chalkboard for reference in follow-up discussion.

After the broadcast, discussion may be held about the items, the reason for each item's inclusion in the broadcast and the effect of these events on the people directly involved and on those not involved. A display of pictures and news clippings about a "Person of the Month", prominent in the world of science, medicine or politics, may be set up. Close correlation should be possible with social studies, science, language and geography lessons from time to time.

Broadcasts will be on the following dates:

1. *September 30* . . . PROGRAM I
2. *October 28* . . . PROGRAM II
3. *November 25* . . . PROGRAM III
4. *January 6* . . . PROGRAM IV
5. *February 3* . . . PROGRAM V
6. *March 3* . . . PROGRAM VI

RELATED AIDS:

NON-PROJECTED

PAMPHLETS

World Review for Canadian Schools
United Nations Association of Canada,
237 Queen Street,
Ottawa, Ontario.

World Affairs,
World Affairs Press Limited,
705 Yonge Street,
Toronto, Ontario.

Current Events

JUNIOR AND INTERMEDIATE DIVISIONS
(GRADES 6-8)
THURSDAYS, 11:15–11:30 A.M.

These weekly broadcasts of fifteen minutes duration are presented to inform and interest pupils in provincial, national and world-wide current news items and events. The broadcasts are also aimed to help teachers with their lessons in this subject-field. Each week the news items are carefully selected and are presented in a manner that is within the interest and experience of the young listener. Furthermore, the programs are structured to stimulate the pupils to become more aware of current events and to be sufficiently informed in order to promote intelligent and informed class discussion.

Five to six news items are described and reviewed in each weekly program. When possible, interviews or recorded speeches pertaining to the news items under study are included in the broadcasts.

In order to gain the best results from this broadcast series, pupils should be encouraged to prepare news scrapbooks as will be suggested from time to time during the broadcasts. It would also be useful if each pupil had an atlas available for reference purposes during the broadcast period. Labelled markers inserted at each of the principal atlas maps might be helpful for pupils to find the required maps more easily. A large wall map of the world should also be placed in a prominent position in the classroom and pupils might be delegated to mark with stickers or pin flags, the places mentioned in the broadcast. By the constant use of this simple procedure, the pupils will become familiar with world maps and be able to relate the major news topics to geographical locations and thereby gain a better understanding of event in relation to place.

RELATED AIDS:

NON-PROJECTED

One or more of the periodicals listed below might prove useful to teachers of Current Events.

(a) *World Review for Canadian Schools*
United Nations Association of Canada,
National Office,
329 Bloor Street West,
Toronto 5, Ontario.

(b) *World Affairs*
World Affairs Press Limited,
705 Yonge Street,
Toronto, Ontario.

(c) *The United Nations in Action*
Journal of the United Nations Association in Canada,
329 Bloor Srteet West,
Toronto 5, Ontario.

More Voices of the Wild

JUNIOR DIVISION (GRADES 4-6)

THURSDAYS, 11:00–11:15 A.M.

Again this year, the adventures of Bobby, Betty and Uncle Jack bring them into contact with some interesting and exciting animals of Ontario. These broadcasts are planned to inform boys and girls of the appearances and habits of some of the wild creatures of our province. By means of the dramatizations it is hoped that a deeper concern and respect for all animals will be instilled into the minds of young people.

1. *October 7* . . . BLACK BEAR

The black bear is common throughout Canada. He is primarily a foraging animal with keen ears and nose, but with poor eyesight. Though he looks awkward, Bobby and Betty find out that he is really very agile and swift.

2. *October 14* . . . TROUT

The brook trout (speckled, rainbow, etc.) are members of the char family and are perhaps the prettiest, spunkiest and tastiest game fish. The lake trout are larger and are members of the salmon family. Trout love clear, cold water and cannot breathe when the water is too warm or polluted. Bobby and Betty learn what it might be like to be a trout and spend one's entire life under water.

3. *October 21* . . . DEER

Deer are an important part of our Canadian woods. The bucks bear antlers which fall off in mid-winter and new ones grow in during the spring months. In May and June the fawns are born. Their mottled coats enable them to blend in with their natural background. Fortunately deer are protected by game laws and by the provision of protected areas where they are safe from hunters.

4. *November 4* . . . FOX

The fox is the prettiest, quickest and most cunning wild member of the dog family. The red fox is the commonest and the slyest of all the foxes and is extremely clever at eluding his pursuers. Though he steals domestic poultry, he also eats harmful rodents, berries, grapes and even larger fruits. Uncle Jack helps Bobby and Betty discover many exciting habits of this cunning creature.

5. *November 18* . . . A NIGHT IN THE WOODS

In camping out, certain basic rules are necessary: the tent should be pitched on a gentle slope, in not too dense foliage, in a spot that will be shaded in the afternoon and handy to a good supply of pure water and firewood. Our three friends discover that terrors of the darkness are dispelled by understanding, experience and the coming of daylight.

RELATED ACTIVITIES:

Before the broadcasts, interest can be aroused through use of pictures, stories and the general knowledge that can be stimulated through questioning. A list of facts that are unknown or uncertain to boys and girls could be written on the chalkboard as particular points to listen for in the broadcast.

Pupils could be encouraged to make individual booklets on the animals in this series. Pictures that can be collected or drawn should be accompanied by articles containing a summary of habitat, habits, food and enemies.

Please note that the national series *Voices of the Wild* is scheduled for March.

RELATED AIDS:

FILMS

SN-146 – *Animals at Work in Nature*
SN-173 – *Animals in Autumn*
SN-133 – *Animals in Spring*
SN- 9 – *Bear and Its Relatives*
SN-151 – *Big Land Animals of North America*
SN-212 – *Fish and Their Characteristics*
SN-148 – *How Animals Live in the Winter*
SN-191 – *Learning About Bears*

FILMSTRIPS

Black Bear – N.F.B.
Larger Land Mammals of Canada – N.F.B.
Smaller Land Mammals (Flesh Eaters) – N.F.B.

Time for Books

JUNIOR DIVISION (GRADES 4-6)

WEDNESDAYS, 11:00–11:15 A.M.

Six children's books, each with something special to offer in the way of subject matter, style and setting or of all three, are presented in this series of programs. Just enough of the plot is dramatized to whet the appetite of the young listener and make him want to taste further the joys of reading.

1. *November 10* . . . THE MYSTERY OF THE SPANISH CAVE, Geoffrey Household (Bodley Head)

   In a moment of anger, Lola, Contessa de Ribadasella, dares Dick Garland to spend a night in the Cave of Angels, a grotto, much feared by the fishermen of the village in Asturias. Dick accepts the dare and the subsequent adventures of Dick and Lola reveal the cause of the local superstitions surrounding the cave.

2. *November 17* . . . THE LION, THE WITCH AND THE WARDROBE, C. S. Lewis (Geoffrey Blex Ltd., London)

   Four ordinary children, Peter, Susan, Edmund and Lucy become involved in a story of powerful magic when Lucy finds she can go through the wardrobe into the Kingdom of Narnia, a snowy land of pine forests. There Edmund comes under the spell of the terrifying Witch and is saved by the lion, Great Aslan, Lad of the Woods.

3. *November 24* . . . COLONEL SHEPERTON'S CLOCK, Philip Turner (Oxford)

   A scrap of old newspaper found by David Hughes behind the church organ seems connected with the dusty old grandfather clock that stands forgotten, in his father's shop. Just what that connection is, is gradually revealed as David and his friends investigate the mystery of why the clock has never been collected by its owner.

4. *December 1* . . . BEETHOVEN, MASTER MUSICIAN,
Madeline B. Goss (Holt, Rinehart & Winston, Inc., New York)

The biography of the life of Beethoven, the *Master Musician* is an exciting and fascinating story. It traces the ups and downs of his career from birth to death with special emphasis on his childhood problems. These affected the course of his livelihood and influenced the activities of his adult life.

5. *December 8* . . . ALL THE PROUD TRIBESMEN,
Kylie Tennant (Macmillan)

The pearl divers and fishermen of Firecrest Island between Australia and New Guinea are watched over by the indomitable Miss Buchanan, friend, nurse and school teacher to these people. She adopts Kerri, a twelve-year old native boy and coaches him for a scholarship to Queensland. When an earthquake and volcanic eruption cause the islanders to leave their home and go to the ghostly island of Malu, Miss Buchanan's trust in Kerri is justified.

6. *December 15* . . . CASTAWAY CHRISTMAS,
Margaret J. Baker (Methuen)

Miranda Ridley and her brother and sister set out to spend Christmas in Somerset. When, in torrential rain, they reach the furnished house their parents had rented for the holiday no one greeted them. The rising flood water cuts them off from the village. Telephone and hydro are both out of action. This is the story of how the children cope with these alarming events.

RELATED ACTIVITIES:

Since this series is to encourage children to read for pleasure, it is suggested that they be taught:

1. The nearest source for obtaining books.
2. How to use a card index to locate a book.
3. The method of grouping books by subjects.
4. The correct procedure when borrowing books.

Book reports would help to sustain the children's interest in reading after the series is concluded. These reports could be:

1. Acting out a scene from a book.
2. Assuming the part of the main character and telling about the story from their point of view.
3. Comparing and contrasting two books on the same subject.
4. Art work, jacket covers, posters, additional illustrations.
5. Displays of pictures and regalia depicting the country in which a story is set.
6. Group discussion of the merits of two or more books.

7. After reading two or three books by one author group discussions of his style.

RELATED AIDS:

FILMS

E- 52 – *We Discover the Library*
E-100 – *Story of a Book*
E- 45 – *Story Acting is Fun*

NON-PROJECTED

BOOKS

The Silver Chair, C. S. Lewis
The Horse and the Boy, C. S. Lewis
Tales from the Vienna Woods, D. Ewer
Deep Flowing Brook, M. Goss
Away Went Gallopes, M. J. Baker

Life in Canadian Outposts

JUNIOR AND INTERMEDIATE
DIVISIONS (GRADES 4-7)
FRIDAYS, 11:08–11:30 A.M.

Scattered throughout the vast extent of Canada, particularly in the more northerly regions, live people in various degrees of isolation from the rest of the world. This series will try to convey to students some idea of how this isolation affects these people and their way of life. Each program will deal with a person or a family of varying backgrounds residing in different parts of the country. (See *Calling Young Canada* for details.)

1. *October 1* . . . NEWFOUNDLAND LGHT-HOUSE KEEPER
2. *October 8* . . . NORTHERN FUR-TRADER
3. *October 15* . . . YUKON TEACHER
4. *October 22* . . . ARCTIC MOUNTIE

RELATED ACTIVITIES:

Before the series, a search for interesting facts concerning each of these remote areas could be exciting and provide a basis for the information to be heard on the broadcasts. Additional research for further news of how people live and work in these and other outposts might continue throughout the year. Valuable help could be gained by watching the various news publications and magazines which, from time to time, feature dramatic happenings of people and their affairs in out-of-the-way places.

DAILY SCHEDULE OF ELEME

MONDAY

Title of Series	Dates	Time
Primary Stories (K–3)	Sept. 27–Nov. 8	11:00 – 11:15
Music for Teens (7–8)	Sept. 27–Nov. 8	11:15 – 11:30
Physical Education (1–3)	Nov. 15–Dec. 13	11:00 – 11:15
Bookshelf Adventure (7–8)	Nov. 15–Dec. 13	11:15 – 11:30
Primary School Music (1–3)	Jan. 3–Jan. 31	11:00 – 11:15
Science (7–8)	Jan. 3–Jan. 31	11:15– 11:30
We Visit the Zoo (1–3)	Feb. 7–Feb. 28	11:00 – 11:15
General Science (5–6)	Feb. 7–Feb. 28	11:15 – 11:30
Child Life in Other Lands (3)	Mar. 7–Mar. 28	11:00 – 11:15
Geography (7–8)	Mar. 7–Mar. 28	11:15 – 11:30

TUESDAY

Guidance (7–8)	Sept. 28–Oct. 19	11:00 – 11:22
About Guidance (7–8)	Sept. 28–Oct. 19	11:22 – 11:30

WEDNESDAY

History (7–8)	Sept. 29–Nov. 3	11:00 – 11:30
Time for Books (4–6)	Nov. 10–Dec. 15	11:00 – 11:15
Let's Join In (1–3)	Nov. 10–Dec. 15	11:15 – 11:30
Junior Music (4–6)	Jan. 5–Feb. 2	11:00 – 11:15
Stories From World History (4–6)	Jan. 5–Feb. 2	11:15 – 11:30
Social Studies (6)	Feb. 9–Mar. 2	11:00 – 11:30
Ontario Sings (4–8)	Mar. 9–Mar. 30	11:00 – 11:15

TARY SCHOOL BROADCASTS

THURSDAY

Title of Series	Dates	Time
Current Events (4–5)	Sept. 30, Oct. 28, Nov. 25 Jan. 6, Feb. 3, Mar. 3	11:00 – 11:15
Current Events (6–8)	Sept. 30–Mar. 31	11:15 – 11:30
More Voices of the Wild (4–6)	Oct. 7–21, Nov. 4, 18	11:00 – 11:15
Primary Science (2)	Dec. 2–Dec. 16	11:00 – 11:15
Oral Language (1–2)	Jan. 13–27, Feb. 10–24, Mar. 10–31	11:00 – 11:15

FRIDAY (Canadian)

Behind the News (7–8)	Oct. 1–Dec. 10, Jan. 7–28, Mar. 4–Apr. 1, Apr. 22– May 6	11:00 – 11:08
Life in Canadian Outposts (4–7)	Oct. 1–Oct. 22	11:08 – 11:30
How Do You Say Hello? (6–8)	Oct. 29–Nov. 19	11:08 – 11:30
Nature's Buried Treasures (4–7)	Nov. 26–Dec. 10	11:08 – 11:30
Christmas in Saskatchewan	Dec. 17	11:00 – 11:30
Our Heritage of Stories (6–8)	Jan. 7–Jan. 28	11:08 – 11:30
Voices of the Wild (4–6)	Mar. 4–Apr. 1	11:08 – 11:30
Pioneers of To-day (4–7)	Apr. 22–May 6	11:08 – 11:30

RELATED AIDS:

FILMS

SS-181 – *Newfoundland, Sentinel of the Atlantic*
SS- 61 – *Fur Country*
SS-537 – *City of Gold*
SS-525 – *Arctic Outpost*
SS-450 – *Canada's Royal Canadian Mounted Police*

How Do You Say Hello?

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

FRIDAYS, 11:08–11:30 A.M.

Using material recorded on the spot, the programs in this series have been planned and prepared by the Canadian School Broadcasts to provide vivid glimpses of aspects of life in four centres in central and south-east Asia. The broadcasts are planned to promote interest on the part of Canadian children in life and people in other parts of the world and to augment international good-will. (See *Calling Young Canada* for details.)

1. *October 29* . . . KORANGI

   Korangi is a "township" near the City of Karachi, in West Pakistan, built by the Pakistani Government to house the thousands of homeless refugees who came to the city after 1947, the year in which the country came into being. Our friend, Winnifred, the daughter of a UNICEF worker, takes us on a tour of Korangi, where we talk with a brother and sister about their life.

2. *November 5* . . . COUNTRY IN THE CLOUDS

   Nepal, the small nation to the north of India at the foot of the Himalayas, has an ancient culture which has been uninfluenced by the presence of Western man up to the present time. Narayan, the son of a general in the Queen's bodyguard, conducts us through some of the exotic temples of Kathmandu, the capital.

3. *November 12* . . . CONVERSATION IN KUALA LUMPUR

   Bakar is an eleven-year old blind boy who attends a school for sighted children in the capital city of Malaysia. He and his school chums describe their activities in and out of class.

4. *November 19* . . . A DAY IN TEIPEI

In the capital city of Nationalist China we visit a school where students are so expert at doing arithmetic problems on the abacus that they rival the speed and accuracy of the computer. Rita, our young hostess, also takes us to an opera school for boys and girls and we finish our "day" at a Buddhist Temple.

RELATED ACTIVITIES:

Pupils could be encouraged to use their atlases or the wall map to locate the particular area featured in each broadcast. Research to learn more about these people and their way of life would make interesting and rewarding projects.

RELATED AIDS:

FILMS

SS-344 – *Pakistan*
SS-354 – *Boy of India*
SS-177 – *The Malay Peninsula*
SS-356 – *China: The Land and The People*

Nature's Buried Treasures

JUNIOR AND INTERMEDIATE
DIVISIONS (GRADES 4-7)
FRIDAYS, 11:08–11:30 A.M.

This series of broadcasts, provided by the Canadian School Broadcasts, will dramatize some of the important incidents in the history of mining in Canada, including those of recent times. By providing some of the colour and excitement that accompany the discovery of valuable deposits, the programs should supplement classroom work dealing more with mining as an industry. (See *Calling Young Canada* for details.)

1. *November 26* . . . THE LIAR WHO TOLD THE TRUTH

Joe Ladue tells the story of Robert Henderson, a prospector, and some of his struggles to find gold in the Klondike. Henderson met a fellow prospector whose name was George Cormack, but whose reputation for honest statements was overshadowed by his ability to brag. This trait, however, creates an interesting turn in the story of panning for gold in the Klondike.

2. *December 3* . . . THE ROCK FROM NOWHERE

This program deals with atomic age prospecting and atomic age production. Great emphasis is placed upon the scientific methods whereby the mineral is discovered, the speed with which information is conveyed, confirmed and acted upon and the mammoth production with rugged equipment and modern methods.

3. *December 10* . . . THE LAKE WITH A SECRET

When Julian Cross, a mining engineer, found that his magnetic dip needle indicated the presence of iron ore deposits in the huge boulders on the shore of Steep Rock Lake, a great adventure was about to begin. The needle told its greatest story when it was transported across the lake in a boat: the ore was under the lake! Millions of dollars have been spent to get the ore, but this broadcast tells of the adventure and rewards that awaited those who had courage and patience.

RELATED ACTIVITIES:

These programs could stimulate further study of the classification of rocks and their related minerals. Collecting rocks and minerals in the local area or beyond it could be quite interesting and exciting.

RELATED AIDS:

FILMS

SG-81 – *Minerals and Rocks*

SG-84 – *Understanding Our Earth: Rocks and Minerals*

NON-PROJECTED PICTURES

Important Minerals, Common Rocks and Rock Forming Minerals

Educational Film Distributors Ltd.,
577 Jarvis Street,
Toronto 5, Ontario.

Junior Music

JUNIOR DIVISION (GRADES 4-6)

WEDNESDAYS, 11:00–11:15 A.M.

This series of broadcasts has been prepared for the boys and girls of grades 4 to 6 inclusive. In order that the music can be presented in some detail, each program will be built around two songs. The first is a song which teachers are asked to teach to their class before the broadcast; these songs will be taken from the *New Highroad of Song, Book IV* (*NHR IV*), *Book V* (*NHR V*) *or Book VI* (*NHR VI*). The second song for each broadcast is reprinted in this booklet in the five pages which follow and are listed below with an asterisk (*). Teachers are asked *not* to teach these songs previous to the broadcast; they will be presented as "new" songs during the broadcasts.

In last year's broadcasts, many teachers and pupils told us that the introduction of wind, stringed and percussion instruments added interest to the program and to the songs that were presented. In this year's broadcasts we will again use some instruments.

1. *January 5* . . . THE POOR OLD MAN – Page 127 – NHR VI
   **We're All Together Again* – Page 45

2. *January 12* . . . THE MILLER OF THE DEE – Page 5 – NHR V
   **Mister Banjo* – Page 46

3. *January 19* . . . FARMER McGEE – Page 116 – NHR VI
   **Soldier, Soldier* – Page 47

4. *January 26* . . . OH DEAR, WHAT CAN THE MATTER BE? – Page 14 – NHR IV
   **Kum Ba-Yah* – Page 48

5. *February 2* . . . THE FASTIDIOUS SERPENT – Page 67 – NHR IV
   **Panamena* – Page 49

RELATED AIDS:

NON-PROJECTED

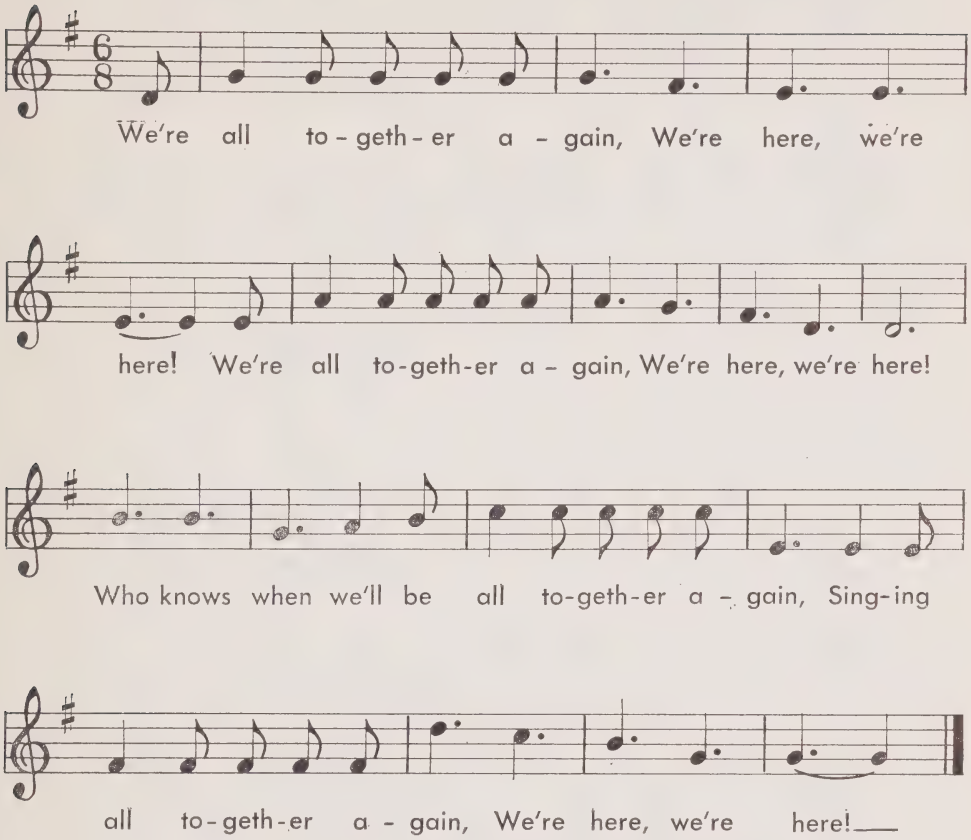
BOOKS

Bringing Music to Children – Slind and Davis (Harper and Row)

Song for Junior Music No. 1

WEDNESDAY, JANUARY 5TH

WE'RE ALL TOGETHER AGAIN



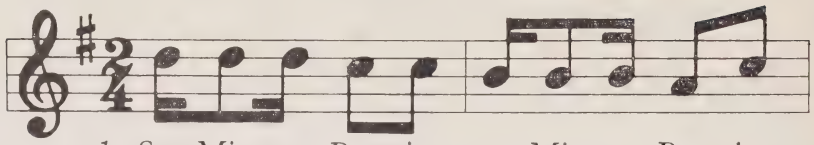
Reprinted from *Boy Scout Songbook of England*
Published by Boy Scout Association.

Song for Junior Music No. 2

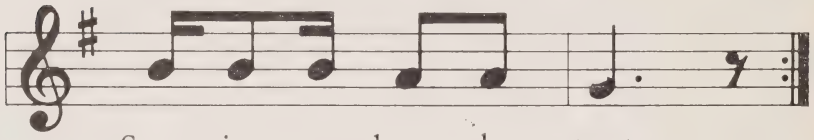
WEDNESDAY, JANUARY 12TH

MISTER BANJO

Creole Song

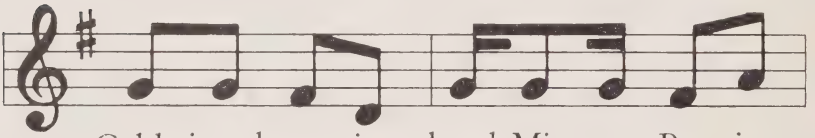


1. See Mis - ter Ban - jo, see Mis - ter Ban - jo
2. See Mis - ter Ban - jo, see Mis - ter Ban - jo

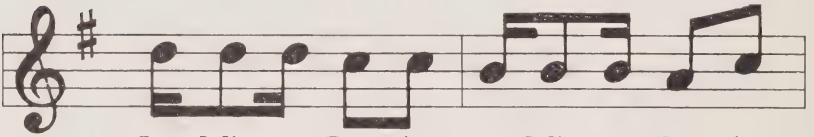


Strut - ting a long the street.
Walk like a mil - lion - aire.

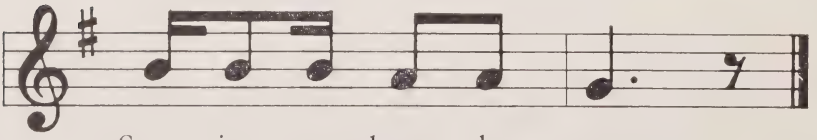
Hat cocked on one side, Mis - ter Ban - jo,
Boots that glow and shine, Mis - ter Ban - jo,



Gold - tipped cane in hand, Mis - ter Ban - jo.
Yel - low gloves so fine, Mis - ter Ban - jo.



See Mis - ter Ban - jo, see Mis - ter Ban - jo
See Mis - ter Ban - jo, see Mis - ter Ban - jo



Strut - ting a - long the street.
Walk like a mil lion - aire.

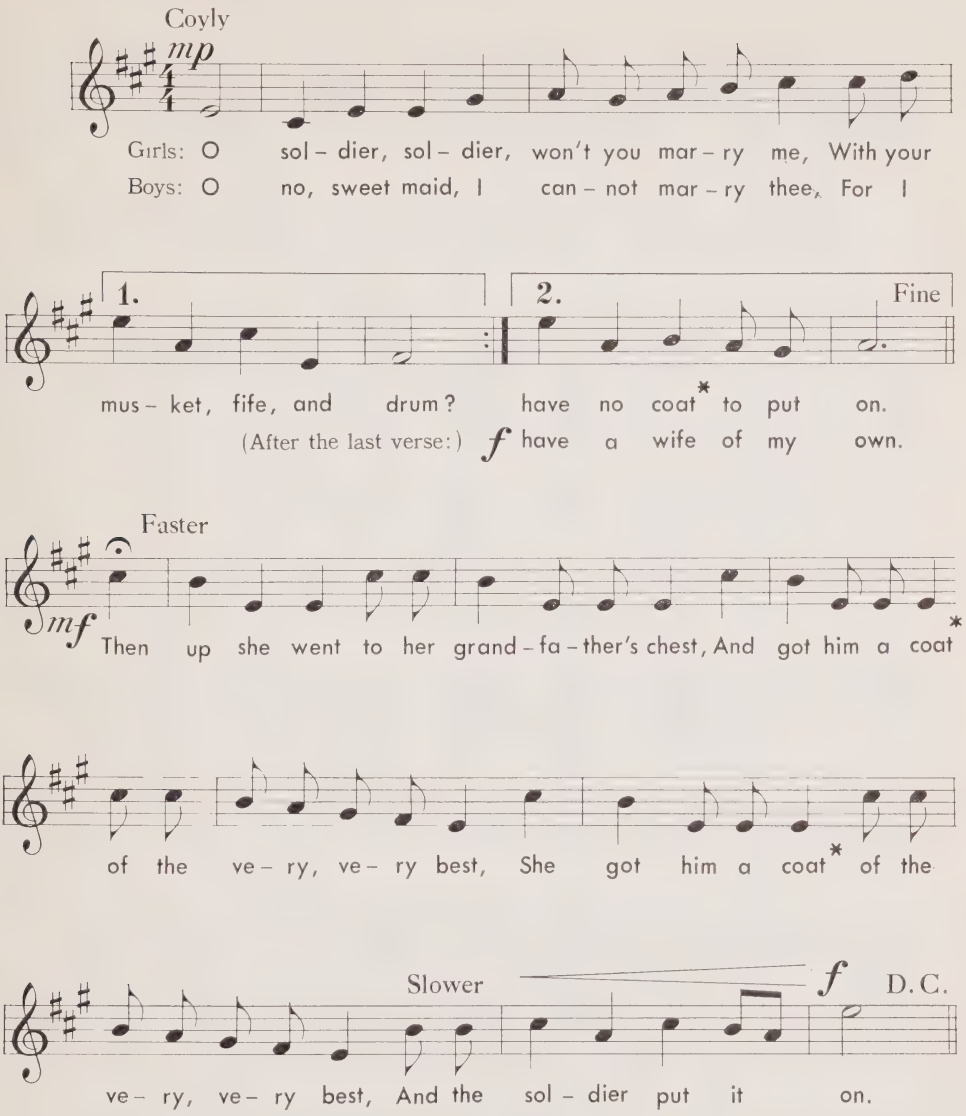
Reprinted from *Songtime 4*
With permission of the publishers,
Holt, Rinehart and Winston of Canada.

Song for Junior Music No. 3

WEDNESDAY, JANUARY 19TH

SOLDIER, SOLDIER

Appalachian Folk Song



* In other verses substitute the following for "coat":

2. hat, 3. gloves, 4. boots, or others.

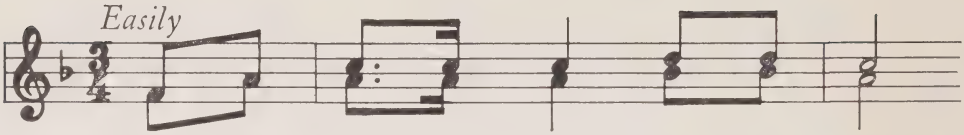
Reprinted from *Songs for To-Day Vol 5.*
With permission of the publishers,
Waterloo Music Company Limited.

Song for Junior Music No. 4

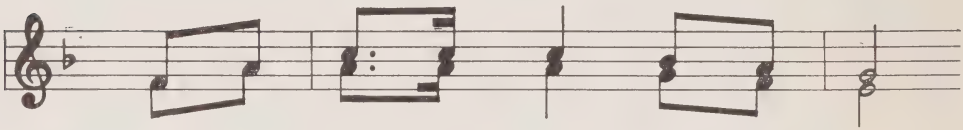
WEDNESDAY, JANUARY 26TH

KUM BA YAH

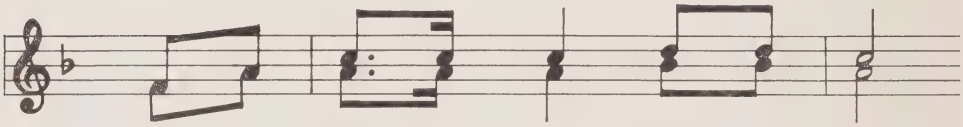
African Song



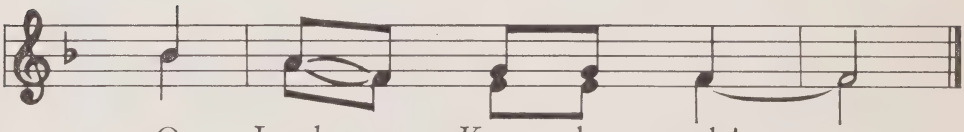
1. Kum ba yah, my Lord, Kum ba yah!
2. Some - one's cry - ing, Lord, Kum ba yah!



Kum ba yah, my Lord, Kum ba yah!
Some - one's cry - ing, Lord, Kum ba yah!



Kum ba yah, my Lord, Kum ba yah!
Some - one's cry - ing, Lord, Kum ba yah!



O Lord, Kum ba yah!

3. Someone's praying, Lord.
4. Someone's singing, Lord.

Kum Ba Yah = Come by here

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Holt, Rinehart and Winston of Canada.

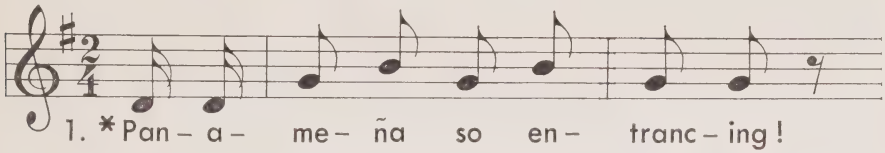
Song for Junior Music No. 5

WEDNESDAY, FEBRUARY 2ND

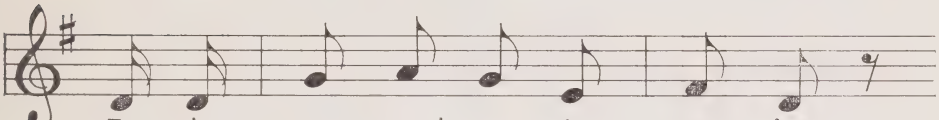
PANAMEÑA

Words by Harvey Perrin
Panamanian Dance Song

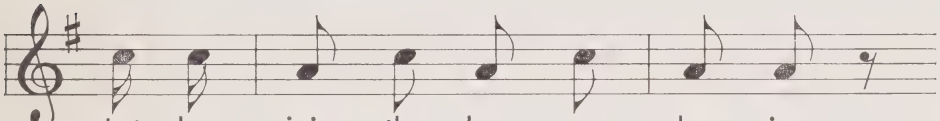
With a Latin-American beat



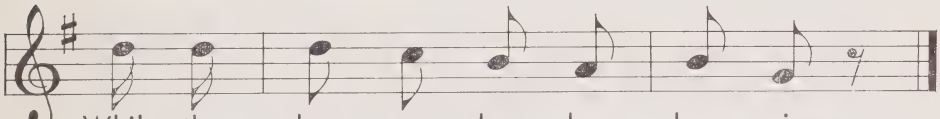
1. *Pan- a- me- ña so en- tranc- ing!
2. †Tam- bor- i- tos now are play- ing
3. See the coup- les gai- ly whirl- ing,



To the court- yard now is com- ing,
To the tune we all are hum- ming.
As the hap- py drums beat strong- er,



Let her join the hap- py danc- ing,
Boys and girls to- geth- er sway- ing,
Pan- a- me- ña swift- ly twirl- ing,



While the drums are drum, drum, drum- ming.
Gui- tar- i- tas strum, strum, strum- ming.
She can sure- ly dance no long- er!

* Panameña (Pah-nah-main'-yah) is a girl from Panama.
† Tamboritos are small drums.

NOTE: Improvised bongos, claves etc. may be used to accompany this song.

bongos – claves –

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Stories From World History

JUNIOR DIVISION (GRADES 4 — 6)

WEDNESDAYS, 11:15 — 11:30 A.M.

The stories in this series of broadcasts, provided through the courtesy of the British Broadcasting Corporation are not formal history lessons. Each has been chosen for its appeal to the imagination and for its dramatic quality. They are intended to help boys and girls to become interested in the past and to enjoy hearing about it. With this aim in mind, the programs are in dramatic form, following historical sources as closely as possible.

1. *January 5* . . . DAMON AND PHINTIAS

   It is the year 390 B.C. in Sicily when our story begins. Syracuse, the richest and most powerful of all Greek cities, is ruled by Dionysius, a proud, hard man. He condemned Phintias to death for plotting against him and refused to allow him a farewell visit to his family across the mountain unless someone remained in prison in his place. So Damon, a true friend, offers to stand surety for him, knowing that he will be executed if Phintias fails to return within a week. The outcome of this story is both exciting and surprising.

2. *January 12* . . . REJOICE WE WIN!

   In the year 490 B.C., Darius, king of Persia, sent ambassadors to tell the Greeks that they must accept him as their king. When they refused he despatched an army by sea to conquer Greece and it landed on the plain of Marathon, 26 miles from Athens. The Athenians sent a fast runner, Pheidippides, to get help from Sparta, but the Spartans could not come immediately. So the brave Athenians had to fight the Persians alone and fought with such force that they were victorious. Pheidippides was able to run back to Athens with news of victory: "Rejoice," he cried, "we win." In this program, Pheidippides tells his own story.

3. *January 19* . . . ROMULUS AND REMUS

   Although the Romans reckoned their dates from 753 B.C., the traditional date of their city's foundation, the site was inhabited much earlier. This story tells how the great uncle of Romulus and Remus — a bad king who had driven his brother from the throne — ordered the twins thrown out where the waters of the Tiber would drown them. But a she-wolf kept them alive by feeding them with her own milk. Found by a shepherd, the twins eventually restore their grandfather to his throne and ask his permission to build a new city for themselves on the hills near the Tiber.

4. *January 26* . . . THE BURNING OF THE BOOKS

China takes its name from the Emperor Ch'in who built the Great Wall to keep out the Tartars. He was a cruel, proud man who refused to listen when his wise men tried to persuade him not to impose his will on the people. They quoted from old laws and books written by Confucius and Mencius. This angered Ch'in greatly and he ordered all the books to be burned and the wise men banished. And so his Empire fell. Later when a new Emperor appeared, rewards were offered for the books to be restored. Fortunately, one of the wise men who had pretended for 30 years to be a blind beggar was able to remember them all by heart.

5. *February 2* . . . ROSETU THE PAINTER

This story belongs to the years between 1750 and 1760 when the great painter Okyo lived at Kyoto in Japan. One of his pupils Rosetu, although he worked harder than any of the other boys, seemed to have made no progress at all after three years of trying. He left the school, feeling hopeless about his painting. One day he learned a lesson from a fish striving to get a piece of food — never give in. Inspired by the persistent action of the fish, Rosetu returned to Okyo's school and became one of the greatest painters in Japan.

RELATED ACTIVITIES:

Since these programs are not closely related to the courses of study at the Junior level, it is suggested that they be used as enrichment experiences to broaden the intellectual horizon of boys and girls. Further research and study of the historical stories of the past may be encouraged.

RELATED AIDS:

FILMS

SS-478 – *Life in Ancient Greece: Home and Education*
SS-479 – *Life in Ancient Greece: Role of the Citizen*
SS-623 – *Life in Ancient Rome*

Our Heritage of Stories

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

FRIDAYS, 11:08 — 11:30 A.M.

In this series of Canadian Radio Broadcasts, stories of several areas of literature will be dramatized. It is hoped that these programs will extend the

range of children's reading by indicating the wide variety of stories available. Moreover, this series should enable teachers to direct attention to words and phrases, in use to-day, which are literary allusions. (See *Calling Young Canada* for details.)

1. *January 7* . . . GREEK MYTHS

These myths are the foundation of the art and literature of the western world. Greek culture is the source from which much of our way of thinking has developed. Thus, one of the Greek stories will be dramatized for this broadcast.

2. *January 14* . . . NORSE MYTHS

These are the myths of Northern Europe. After being told from generation to generation, they were finally recorded in poetic form in Iceland. This broadcast will dramatize the story of one of the Norse heroes.

3. *January 21* . . . THE ARABIAN NIGHTS

The exact origin of the *Book of the Thousand and One Nights* remains a mystery. The framework came from India, was passed on to the Persians and then to the Arabs. The tales of the *Arabian Nights* falls into the category of folk tale rather than myth and were looked down upon by educated Arabs because they had no moral or instructive purpose. The European translation began with the discovery of the tale of *Sinbad the Sailor*, after which came *The Arabian Nights*.

4. *January 28* . . . THE FABLES OF AESOP AND TALES OF CHAUCER

Aesop is said to have been a Phrygian slave who lived during the Sixth Century, B.C. He was a captivating story-teller and related tales in order to entertain rather than to teach. The moralistic Fables which we to-day call *Aesop's Fables* have been gathered through the years from various sources.

Still under the title of fable, we jump the centuries from Aesop to Geoffrey Chaucer. Chaucer was a Fifteenth Century English poet. His *Canterbury Tales*, while a work of deep significance, may be read simply for the delight inherent in its stories. Chaucer has portrayed a group of pilgrims from all walks of life who are drawn together through their common purpose of travelling to the shrine of St. Thomas of Canterbury. It is spring, and as they jog along, the pilgrims exchange stories to amuse themselves. The one chosen for this broadcast is *The Nun's Priest's Tale*, a fable about Chanticleer, the rooster.

RELATED ACTIVITIES:

Further reading of similar stories should appeal to boys and girls of these grades. It is suggested that attempts be made to write plays of other stories for dramatization purposes.

RELATED AIDS:

FILMS

E-45 – *Story Acting Is Fun*

General Science

JUNIOR DIVISION (GRADES 5-6)

MONDAYS, 11:15 – 11:20 A.M.

This series of programs provided through the courtesy of the British Broadcasting Corporation will dramatize some of the scientific principles underlying the natural phenomenon of heat. It is hoped that boys and girls will be encouraged to continue research in scientific topics and gain enjoyment and pleasure through discovery of new knowledge.

1. *February 7* . . . WHAT IS HEAT?

   This program describes the ideas of early scientists about heat, which for a long time was thought to be a fluid, and how it was finally discovered to be a form of energy.

2. *February 14* . . . MEASURING TEMPERATURE

   Ways of measuring temperature, from the earliest attempts down to the modern thermometer, are discussed.

3. *February 21* . . . HOW MUCH HEAT?

   There are various uses to which heat can be put to help man. Through trial and error experiences, many valuable and beneficial facts are now known about this servant of mankind.

4. *February 28* . . . MAKING FIRE

   There are ways to make fire without using matches! This broadcast dramatizes a few methods and outlines the conditions necessary before ignition will occur.

RELATED ACTIVITIES:

These broadcasts could lead to a special research project on the subject of fire and heat involving experimentation, model building and development of flow charts and bulletin board displays.

RELATED AIDS:

FILMS

SG-135 – *Heat and How We Use It*
SG- 66 – *Learning About Heat*
SG- 9 – *Fire*
SG-122 – *Fire Science*

FILMSTRIPS

Fire and Fuels – E.G.H.
First Experiments With Heat – J.H.
The Cause and Nature of Heat – J.H.

Social Studies

JUNIOR DIVISION (GRADE 6)

WEDNESDAYS, 11:00 – 11:30 A.M.

Three programs of this series will dramatize some of the important early explorations made in North America by three courageous French adventurers by way of the mighty St. Lawrence River. It is hoped that the child's understanding of the contributions made to our history by Jacques Cartier, Samuel de Champlain and Robert Cavelier de LaSalle will be enriched by going back into the past and sharing in the problems and discoveries of these men.

The fourth program, which will take the class on a trip through the modern St. Lawrence Seaway from Quebec City to the Great Lakes, will provide the pupils with enough background information to compare and contrast the St. Lawrence River as it was in the time of the explorers with the St. Lawrence River as we know it to-day.

Through dramatization and commentary the series should develop the following important concepts:

1. Motivation behind the early French explorations and the contributions made to our history.
2. An appreciation of what the land was like when the "White Man" first came.
3. An appreciation of how the Indians lived in the time of these explorers.
4. Importance of the relationship between the fur-trade and early exploration.

5. An appreciation of the importance of the St. Lawrence River–Great Lakes System in opening up the North American Continent.

1. *February 9* . . . JACQUES CARTIER

This program is intended to give pupils an appreciation of why Jacques Cartier is referred to as the "Discoverer of Canada". Through dramatization, the motivation behind Cartier's discoveries and exploration will be developed. Special emphasis will be given to Cartier's second exploration of the St. Lawrence in 1535 when he visited the two Indian villages of Stadacona and Hochelaga and wintered in Stadacona.

2. *February 16* . . . SAMUEL DE CHAMPLAIN

Because the career of Samuel de Champlain, the "Father and Founder of Canada", spanned many years in our early history, it is possible to dramatize only a few of the many important episodes in this man's illustrious life. This broadcast will concentrate on the founding of Quebec in 1608, the life within the Habitation and the interesting relationship between Champlain and different Indian tribes. The strong connection between the fur-trade and early exploration in North America will be developed.

3. *February 23* . . . ROBERT CAVELIER DE LASALLE

In this program LaSalle's motivation for exploration, his interest in the fur-trade and his plan for building a great fur-trading empire in North America, the building of the famous ship, *The Griffon* and an incident from LaSalle's exploration of the Mississippi will be dramatized. These broadcasts should add to the pupils' picture of this interesting adventurer.

4. *March 2* . . . THE ST. LAWRENCE RIVER TO-DAY

In the final broadcast the pupils will "accompany" a modern freighter on a trip through the St. Lawrence Seaway. Members of the ship's crew will present interesting background information concerning transportation on the "modern-day" St. Lawrence River. Along the route the freighter will stop at three places which were important in the explorations of Cartier, Champlain and LaSalle — Quebec City, Montreal and Kingston. A Grade 6 student at each of these locations will tell something about the historic city in which he lives.

RELATED ACTIVITIES:

Pupils should have at their disposal their own atlas as well as a large classroom wall map in order that they can orient themselves to the location of any episode being dramatized.

It is important that, in the discussions following the programs, through comparative studies, the pupils attempt to determine the true significance of the contributions made to our history by Cartier, Champlain and LaSalle.

RELATED AIDS:

FILMS

SS-209 – *Champlains of To-day*
SS-264 – *French Influence in North America*
SS-500 – *The St. Lawrence Seaway*

FILMSTRIPS

Jacques Cartier – N.F.B.
Samuel de Champlain – N.F.B.
LaSalle – E.B.
French Explorations – J.H.
The Seaway – N.F.B.

Voices of The Wild

JUNIOR DIVISION (GRADES 4-6)

FRIDAYS, 11:08 – 11:30 A.M.

Four more exciting experiences with Bobby, Betty and Uncle Jack are presented by the Canadian School Broadcasts. The basic aims of these dramatizations are to inform boys and girls concerning a number of animals of our land and to develop an attitude of conservation towards rare animals that may become extinct. (See *Calling Young Canada* for details.)

1. *March 4* . . . TRUMPETER SWAN (Olor Buccinator)

   Bobby, Betty and Uncle Jack visit Jack Turner at Lonesome Lake in the mountainous wilds of British Columbia. Here they see the now rare *Trumpeter Swan.* Mr. Turner relates how he and his father-in-law, Ralph Edwards, have been supplying emergency winter grain to the trumpeters since a landslide blocked the river exit in 1932. The children are told about the work being done at the Delta Waterfowl Research Station, where the art of breeding captured trumpeters has been mastered. Researchers plan to transplant these captive birds in the hope that they will re-establish depleted breeding areas.

2. *March 11* . . . NESTING BOXES

   Bobby and Betty discover how inclement weather makes it difficult for local birds to find food and shelter. The children are determined to offset this problem, but they soon learn that good intentions are not always enough. Uncle Jack and a local authority from the Federation of Naturalists come to their assistance and teach them the correct way to build nesting boxes and feeders.

3. *March 18* . . . MOOSE (Alces Americanus)

   Bobby and Betty go with Uncle Jack to visit a Department of Lands and Forests campsite where preparations are being made to check the local moose population. The children, introduced to modern methods of animal control,

are fascinated by the automatic snap-on collars which are placed in the moose "runs", the helicopter tagging and the habitat studies made by some government biologists.

4. *March 25* . . . FIELD CRICKET (Gryllulus Assimilis)

Most people have been entertained, at one time or another, by the chirping of field crickets, but Bobby and Betty are not satisfied with merely listening to them. Uncle Jack is asked to explain the habits of these active, omnivorous choristers. The children, enthralled by Uncle Jack's account, learn that many superstitions, religious practices and forms of entertainment are associated with the life of the field cricket.

5. *April 1* . . . REDWINGED BLACKBIRD (Agelaius Phoeiceus)

The cornfields of Kent and Lambton counties in southwestern Ontario provide an excellent setting for the study of this week's gregarious pest. Bobby and Betty discover that this former marsh dweller is affecting the economy of the Ontario farmer. The modern ornithological techniques used to control these pests are explained to the children. This timely program will evaluate the use of amplifying bird distress calls as a method of control. The amazing adaptability shown by the blackbird's changes of habitat helps to illustrate the process of natural selection.

RELATED ACTIVITIES:

These broadcasts will be of particular interest to those who listened to the *More Voices Of The Wild* during the fall term. It is suggested that projects begun then could be reviewed and enlarged from the information presented in this additional series.

RELATED AIDS:

FILMS

SN-174 – *Audubon and The Birds of America*
SN-107 – *Building Bird Houses*
SN-151 – *Big Land Animals of North America*
SN- 96 – *Insect Zoo*
SN-146 – *Animals at Work in Nature*
SN-230 – *Story of the Redwinged Blackbird*
SN-104 – *Life on the Western Marshes*

FILMSTRIPS

Common Birds of Canada – N.F.B.
The North American Moose – N.F.B.
Larger Land Mammals of Canada – N.F.B.

Ontario Sings

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 4-8)

WEDNESDAYS, 11:00 – 11:15 A.M.

This popular series returns once more to provide listening pleasure to choir singing by pupils from various elementary schools throughout Ontario. It is hoped that these demonstrations will be an inspiration to similar groups in the schools of the province.

1. *March 9* . . . SAULT STE. MARIE PUBLIC SCHOOLS
   Supervisor of Music — Mr. Gordon Christie
   Classroom groups and selected choirs from kindergarten to Grade 8.

2. *March 16* . . . KITCHENER PUBLIC SCHOOLS
   Supervisor of Music — Mr. Garfield Bender
   A Grade 7 choir and a Grade 8 choir from a senior school.

3. *March 23* . . . TORONTO TOWNSHIP PUBLIC SCHOOLS
   Supervisor of Music — Mr. John Wood
   A choir of 60 boys and girls from Grades 5 to 8.

4. *March 30* . . . NORTH YORK PUBLIC SCHOOLS
   Supervisor of Music — Mr. Lloyd Bradshaw
   Three choirs of selected voices from Grades 4 to 8.

Pioneers of To-Day

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 4-7)

FRIDAYS, 11:08 – 11:30 A.M.

This Canadian School Broadcast series will, through examples, show that the progress of society depends upon men and women moving into unexplored areas of activity. This movement prepares the way for others to follow, just as at one time pioneers pushed back the frontiers by moving into new areas of land, thus opening it for later settlement. (See *Calling Young Canada* for details.)

1. *April 22* . . . AND STILL WE PIONEER

The last great mass of unsettled arable land in Canada is the "Peace River Country". The settlement of this land, which has been referred to as the richest farming country in the world, has enjoyed three significant eras. The first began shortly after the turn of the century; the second occurred during the depression when drought and general hard times drove people in search of new horizons; the third began following the Second World War. As agriculturists gain more and more knowledge of farming methods, this homesteading boom is still gaining momentum and Canada's last farming frontier is being continually forced further northward.

2. *April 29* . . . THE CRUSADING DOCTOR

Although students will be familiar with the work of medical doctors, the area of mental health will likely be unknown to most of them. However, they will have no difficulty in recognizing from this brief account of the work of Dr. Clarence Hincks that he was a pioneer in every sense of the word. During the course of his activities for the mentally afflicted, Dr. Hincks became known as "The Nut Doctor". The program will not go into the details of Dr. Hincks' life and work, but will emphasize those qualities and activities which entitle him to be classed as a pioneer.

3. *May 6* . . . ROOTS AND RIVERS

As further examples of how the progress of our society depends upon pioneers pushing back the frontiers of knowledge and achievement, this program introduces listeners to two men working in two widely separated fields of science—horticulture and geology. Dr. Frank Skinner, of Dropmore, Manitoba, has won a world-wide reputation for the new species of shrubs and trees he has developed over the past 60 years. Dr. E. A. Christiansen, Associate Research Officer, Geology Division, Saskatchewan Research Council, has specialized in glacial and ground water geology, attempting to locate valleys that existed before the ice ages, to trace old landscapes covered by subsequent glaciers and to determine the origin and age of sediment deposited by the glaciers.

RELATED ACTIVITIES:

These presentations could lead into research and projects to develop further the work of the "pioneers" dramatized in the three broadcasts. A search for other areas where similar explorations have been made and are continuing to be made is suggested.

INTERMEDIATE DIVISION

MUSIC FOR TEENS

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 11:15 – 11:30 A.M.

In this series of broadcasts intended for Grades 7 and 8, the music is largely folk material of various types from Canada and other nations. Songs have been chosen because of their appeal to students of this age and with regard to the capabilities and limitations of the changing and newly-changed voice.

Each program will be built around two songs, one which classes should learn previous to the broadcast. These are the songs which are listed below and which are taken from *The Highroad of Song*, *Intermediate 1*, (NHRS Int. 1) and *Intermediate 2* (NHRS Int. 2). The remainder of the program will be devoted to presentation of the "new" song, one for each program, reprinted in the pages which follow and marked with an asterisk (*) below. Teachers are asked *not* to teach these songs before the broadcast since they will be presented in detail during the course of these broadcasts.

1. *September 27* . . . BY THE SINGING WATER – Page 62 – NHRS Int. 1
   **Honey!* – Page 61

2. *October 4* . . . THANKSGIVING HYMN – Words on page 61
   **Weevily Wheat* – Page 62

3. *October 18* . . . BONNIE CHARLIE – Page 42 – NHRS Int. 1
   **The Drummer and the Cook* – Page 63

4. *October 25* . . . THE GIRL I LEFT BEHIND ME – Page 70 – NHRS Int. 2
   **Down in the Valley* – Page 64

5. *November 1* . . . DASHING AWAY WITH THE SMOOTHING IRON – Page 54 – NHRS Int. 2
   **Iron Ore by '54* – Page 65

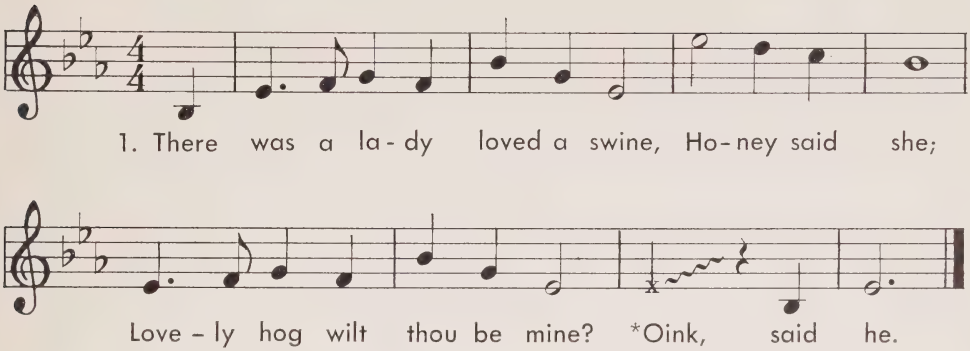
6. *November 8* . . . VIVE LA COMPAGNIE – Page 5 – NHRS Int. 2
   **Marching Through Pretoria* – Page 67

Song for Music for Teens No. 1

MONDAY, SEPTEMBER 27TH

HONEY!

English Song



2. I'll build for thee a silver sty,
   Honey, said she;
   And within it thou shalt lie.
   Oink, said he.

3. All fastened with a silver pin,
   Honey, said she;
   That thou mays't go out and in.
   Oink, said he.

4. O tell me, wilt thou have me now,
   Honey, said she;
   Answer, or my heart will break.
   Oink, said he.

*Oink — make a noise like a pig.

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THANKSGIVING HYMN

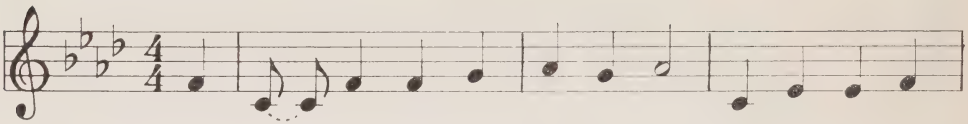
We gather together to ask the Lord's blessing;
He chastens and hastens His will to make known;
The wicked oppressing, now cease from distressing,
Sing praises to His name: He forgets not His own.

From "Songs for Today," Vol. 6 With permission of the publishers, Waterloo Music Company, Limited.

Song for Music for Teens No. 2

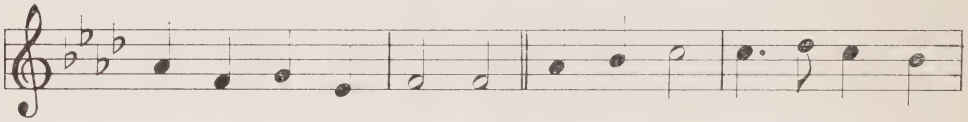
MONDAY, OCTOBER 4TH

WEEVILY WHEAT (Round) English Song

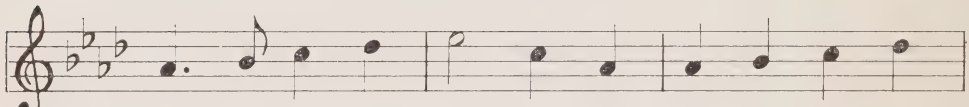


1. Your wee-vi-ly wheat's not fit to eat, Nei-ther is your

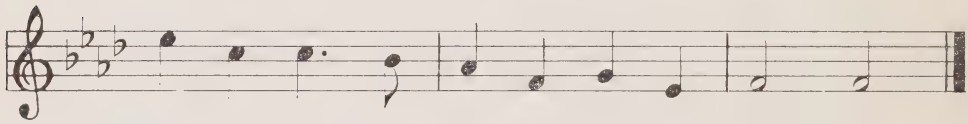
bar-ley; What I want is the best of rye To



bake a cake for Char-lie. Rise you up in the morn-ing,



All to-geth-er ear-ly; You need not be at



all a-fraid, In-deed I love you dear-ly.

2. Oh, Charlie's sweet and Charlie's neat,
Charlie is a dandy;
Charlie is a nice young man,
He feeds his girls on candy.

3. Oh Charlie is a brave young man,
Charlie is a soldier;
Sword and pistol by his side,
His musket on his shoulder.

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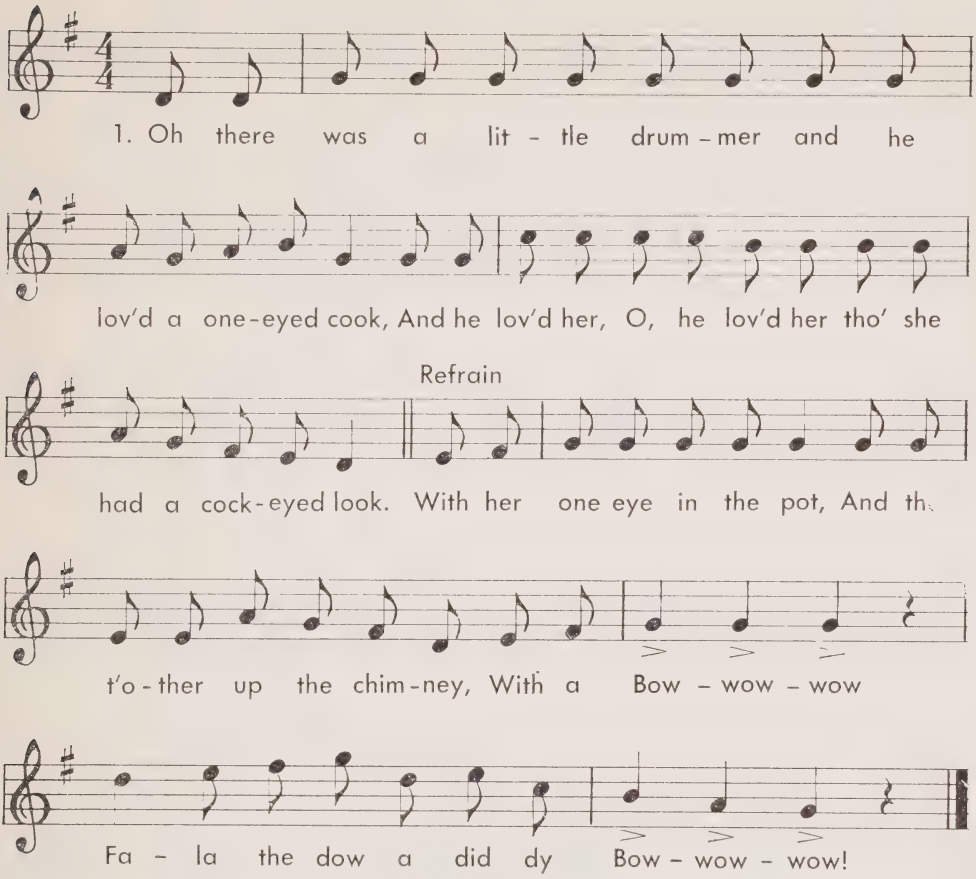
Song for Music for Teens No. 3

MONDAY, OCTOBER 18TH

THE DRUMMER AND THE COOK

Capstan Shanty



2. When this couple went a-courtin'
   For to walk along the shore,
   Sez the drummer to the cookie,
   "You're the gel that I adore."

3. Sez the drummer to the cookie,
   "Ain't the weather fine today?
   Sez the cookie to the drummer,
   "Is that all ye got to say?"

4. Sez the drummer to the cookie,
   "Will I buy the weddin' ring?"
   Sez the cookie, "Now you're talkin',
   That would be the very thing."

5. When they went to church to say, "I will,"
   The drummer got a *nark,
   For her one eye †gliffed the parson
   And the t'other killed the clerk.

*Nark — a disagreeable surprise caused by a person.
†To gliff — to frighten.

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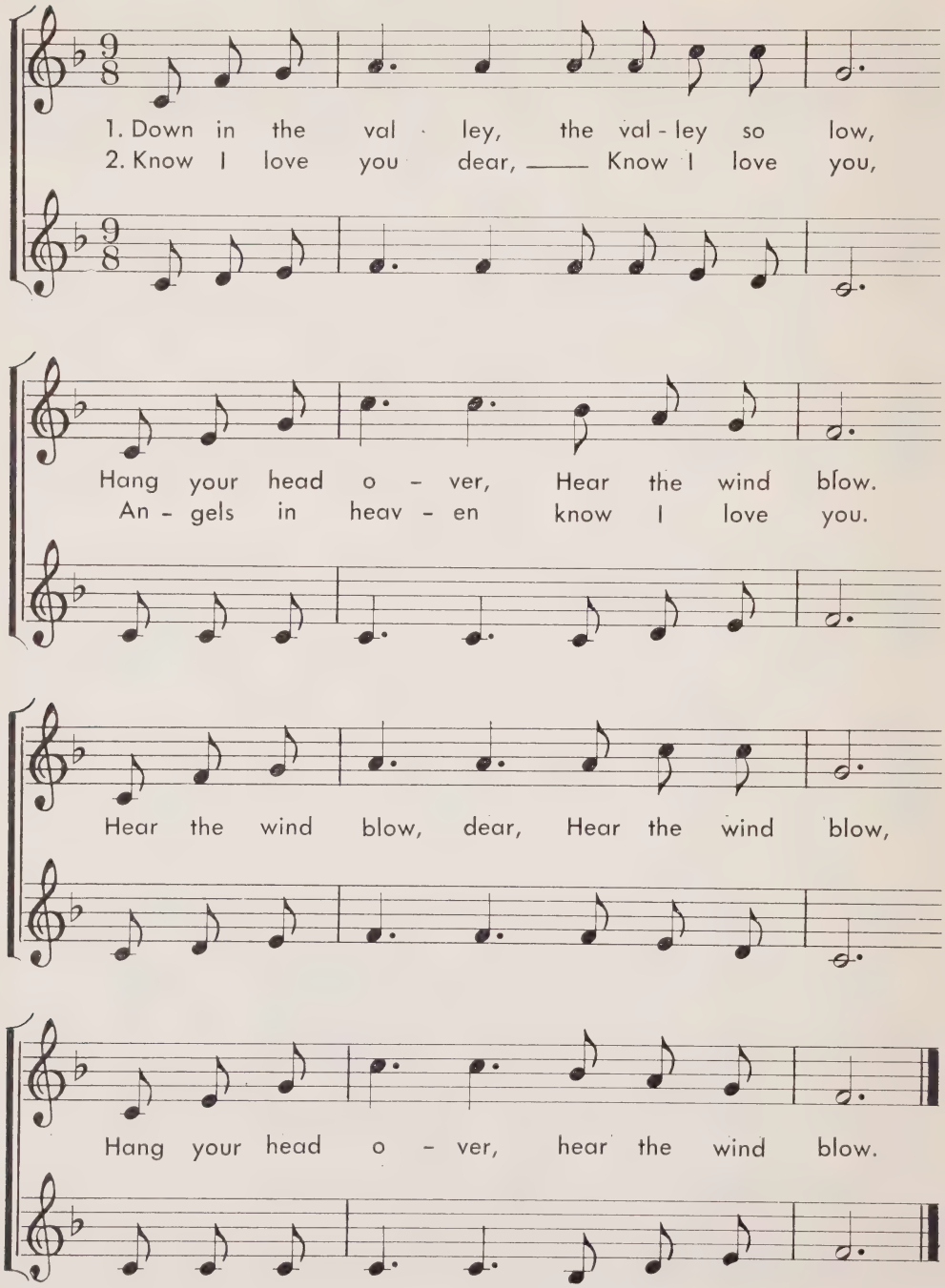
Song for Music for Teens No. 4

MONDAY, OCTOBER 25TH

DOWN IN THE VALLEY

American Folk Song

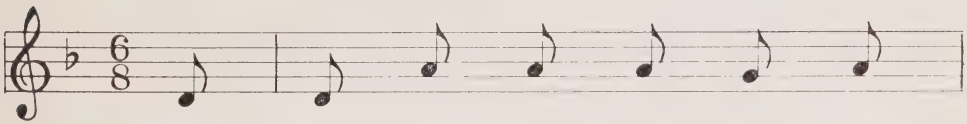


Song for Music for Teens No. 5

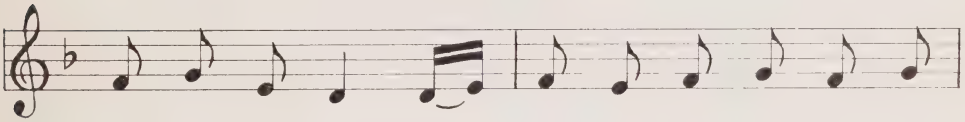
MONDAY, NOVEMBER 1ST

IRON ORE BY 'FIFTY-FOUR

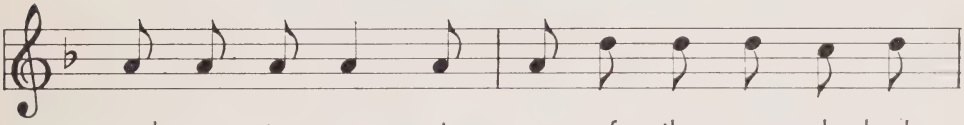
Words by Alan Mills



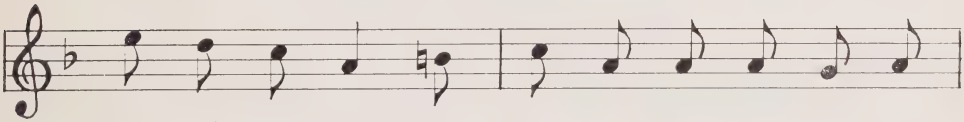
1. Come, la - dies and gen - tle - men,



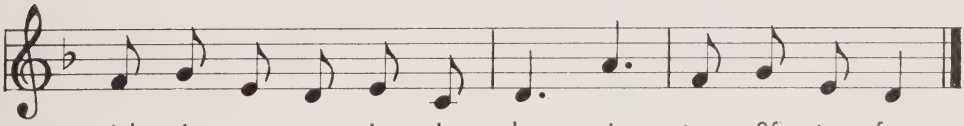
lis - ten to me, I'll sing you a song of our



north coun - te - ree, A song of the men who broke



thro' Lab - ra - dor, Bound north to Un - ga - va for



rich i - ron ore in Ju - ly, nine - teen fif - ty - four.

2. In Quebec's northern wilderness no man had trod
Till rich iron ore had been found in its sod.
To bring out this treasure, brave engineers swore
To blast out a railway into Labrador
By July, nineteen fifty-four.

3. 'Twas in 1950 the work was begun,
And up the St. Lawrence the workmen did come,
Canadians and for'ners, two thousand and more,
All joined in the battle to get at the ore
By July, nineteen fifty-four.

4. In planes and in barges, and bateaux galore
They hauled their equipment right up the North Shore,
And from Seven Islands the bulldozers' roar
Rang out through the wilderness: "Let's get the ore!"
By July, nineteen fifty-four.

5. Through four years of hardship the workmen did toil,
In winter they froze and in summer they boiled,
But though at the frost-bite and black flies they swore,
They stuck to their 'dozers to get at the ore
By July, nineteen fifty-four.

6. It's straight up the Moisie they blasted their way
Through mountains of rock, by night and by day,
And then through the forests and muskeg they tore,
All headed for Knob Lake to get at the ore
By July, nineteen fifty-four.

7. Three hundred and sixty miles north they did push
And laid down a highway of steel in the bush.
They called it the "North Shore and Labrador"
And, true to their promise, They brought out the ore
By July, nineteen fifty-four.

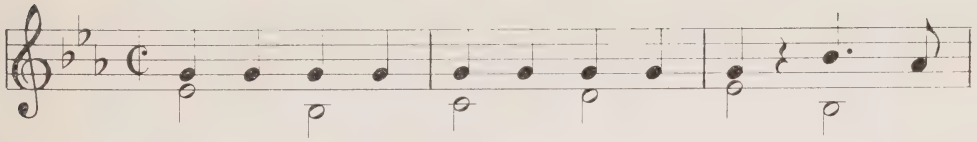
From "Canada's Story in Song" With permission of the publishers,.
W. J. Gage Limited, Toronto.

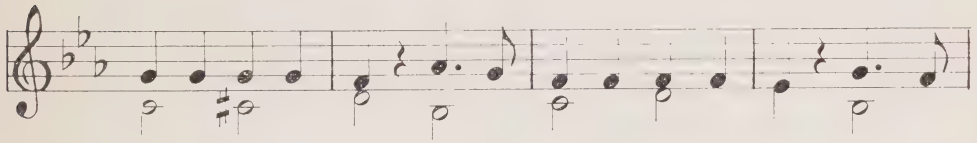
Song for Music for Teens No. 6

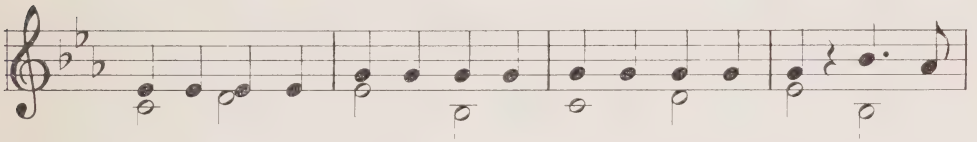
MONDAY, NOVEMBER 8TH

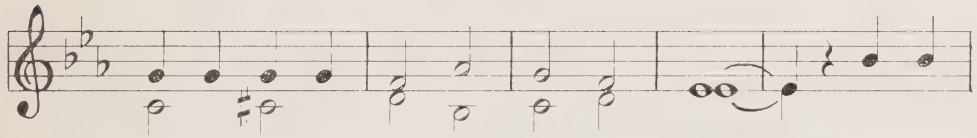
MARCHING TO PRETORIA

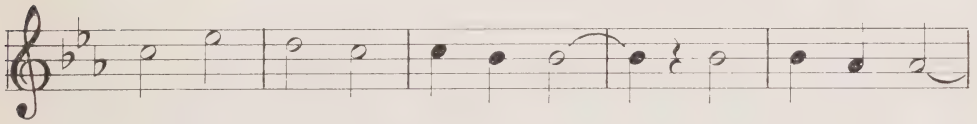
South African

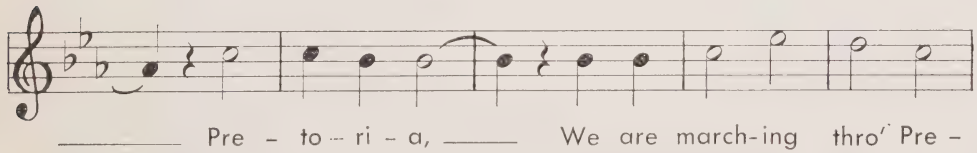


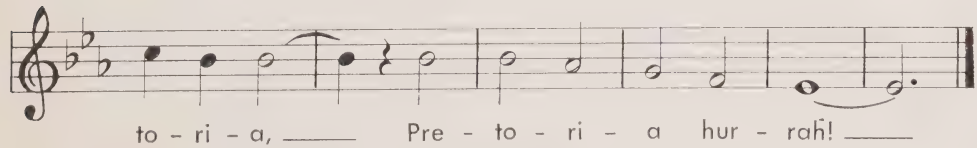












Guidance

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 11:00 – 11:22 A.M.

While the Guidance broadcasts are directed primarily to Grades 7, 8, 9 and 10, some of the topics are quite suitable for Grade 12. The first broadcast, *Know Yourself*, for example, is an important topic in the Grade 12 course and could be used appropriately with students of this grade.

The aims of this series are several:

1. To provide a basis for class discussion by introducing dramatic situations with which students can readily identify.
2. To provide information about topics of current interest to teen-agers.
3. To stimulate interest and, hopefully, to encourage guidance teachers and guidance classes to further investigation of topics of vital concern to adolescents.
4. To provide a framework for further exploration and discussion as the guidance classes meet weekly for the balance of the school year.

It is not the intention of these programs to settle all, or even many, of the problems raised. Rather, it is hoped to raise issues, suggest alternatives and present situations with which students can readily identify and then leave the matter for the students to work out to their own satisfaction.

1. *September 28* . . . KNOW YOURSELF

   This broadcast deals with self-appraisal and self-acceptance. Each individual, to be successful, must be able to assess realistically his abilities and limitations. It is equally important to accept one's abilities and limitations without rationalizing or otherwise avoiding facts.

2. *October 5* . . . FOUR YEARS TO SUCCESS

   The new four-year programs in secondary schools, especially the four-year Arts and Science program, is dealt with in this presentation. It discusses the aims and purposes of these new courses and shows where they lead in terms of employment, further education or training.

3. *October 12* . . . WHY CAN'T I DO THAT?

   Students frequently resent authority and tend to flaunt rules and regulations. Their urge for independence makes them impatient with restrictions. It is difficult for them to learn to relate to other people and to co-operate and yet preserve self-reliance and individuality. This broadcast deals with conformity, teen-age idealism, and identification with the group.

4. *October 19* . . . EXPANDING JOBS FOR WOMEN

Too frequently girls think in terms of a few time-honoured jobs such as nursing, teaching, and secretarial work. To-day women are entering many new and important fields of employment. This program deals with some of the new and interesting jobs that women are now entering.

RELATED ACTIVITIES:

In order to make the best use of these broadcasts, the guidance teacher should lead up to the series with one or two lessons on such topics as "Growing Up", "How We Are Different" and "Self-Appraisal". Each course in guidance has a number of such topics with suggested references and other related materials. The teacher should listen to the broadcast carefully and make notes for later discussion with the class. The class should be encouraged also to write down any points they would like to raise later in discussion. Some of these discussions may well be extended over more than one class period. The class should be encouraged to ask other people (parents, friends, employers) for their opinions about matters discussed in the broadcast. Frequently students have access to tape-recorders and can bring back to the class actual opinions of persons interviewed.

The broadcast *Know Yourself* should be related to data available to the students in guidance interviews – school marks, test results and other data available from the cumulative record folders and other sources.

Four Years to Success should be interpreted in terms of local courses available and local job opportunities and post-graduation training.

Why Can't I Do That? may be discussed in terms of local rules and regulations, or in terms of problems of dress, deportment or conduct raised by the students.

Expanding Jobs for Women might lead to a survey of job opportunities for girls in the local area and to visits or discussions with local employers or professional women working at various jobs in the community. It could lead to investigations of job outlets from various universities and other schools of higher education to discover the area of employment open to the women graduates from these seats of learning.

RELATED AIDS:

FILMS

G- 12 – *Finding Your Life's Work*

G- 56 – *Feeling Left Out*

G- 44 – *Making the Most of School*
G- 64 – *School Activities and You*
G- 75 – *Making Friends*
G-100 – *What About School Spirit*
G-101 – *You Can Go A Long Way*
T- 72 – *A Vital Decision*

About Guidance

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 11:22 – 11:30 A.M.

Short talks or discussions will follow the broadcasts listed above. While these are meant generally for adult listening, they should be of particular interest to the parents of students in Grades 7-8.

The dates are September 28 and October 5, 12 and 19.

History

INTERMEDIATE DIVISION (GRADES 7-8)

WEDNESDAYS, 11:00 – 11:30 A.M.

PIONEER SETTLEMENTS IN UPPER CANADA

Basic aims of this series of broadcasts are:

1. To help the listeners achieve a better understanding and appreciation of the debt we owe to the early settlers in our province for their perseverance in overcoming hardships of the wilderness.
2. To create in the minds of the listeners a realistic impression of the way of life of the people as they struggled to make new homes in Upper Canada.
3. To foster a desire to make a more detailed study of the beginning of the listener's own community and to take pride in the achievement of its founders.

1. *September 29* . . . THE FIRST CLEARINGS
(The Highland Settlement)

The growth and development of this settlement will be traced from the arrival of loyalist members of Highland regiments at the close of the American Revolution to the time of the War of 1812. Emphasis will be placed on the efforts of the newly-arrived settlers to deal with their new environment and the effect this had on their way of life.

2. *October 6* . . . THE TRAIL OF THE CONESTOGA
(Waterloo Region)

The dramatic story of how a distinctly different ethnic and religious group of pioneer settlers achieved success in spite of financial problems with a land speculator, the difficulties of land travel and the contribution of the Conestoga wagon will be portrayed.

3. *October 13* . . . HERE WILL I NEST (The Talbot Settlement)

Colonel Talbot, a strong, autocratic and eccentric leader founds an "empire" on Lake Erie and has many conflicts with the settlers who were looking for a new political as well as economic way of life.

4. *October 20* . . . THE LONE SHEILING
(The Peter Robinson Settlement)

This program should provide a better understanding of the problems encountered in moving large numbers of destitute people across the Atlantic Ocean to an isolated wilderness and the reaction to this uprooting by the Irish peasants as well as the socially and culturally refined gentry.

5. *October 27* . . . THE QUEEN'S BUSH (The Huron Tract)

A private company establishes settlements in a large area by means of active promotion and assistance in the building of schools, bridges and roads demanded by settlers in this later stage of pioneer development.

6. *November 3* . . . BIRTH OF A CITY (Toronto)

The growth of our provincial capital is followed from the time it was established as the legislative centre for Upper Canada by Governor Simcoe to its incorporation as a city in 1834 with William Lyon Mackenzie as its first mayor. A dramatic highlight of this program will be the capture of the city in 1813 by the Americans.

RELATED ACTIVITIES:

1. Before the broadcasts locate the settlements on a map and discuss the

differences between the new and old environment of these settlers and the modes of travel.

2. During the series try to discover why settlers decided on coming to a particular settlement, how the new environment influenced their way of making a living, how living in isolated communities affected social life and how religious and political conflicts developed.
3. After the programs, make a comparative report of how each settlement dealt with the existing problems. A research study of the settling and growth of the area where the pupils live could prove both interesting and worthwhile. Pupils could be encouraged to interview descendants of the earliest settlers and to bring to the classroom samples of early pioneer tools, clothing and furniture.

RELATED AIDS:

FILMS

SS-502 – *Talbot Settlement*
SS-582 – *History of Mail Delivery in Upper Canada*
SS-576 – *United Empire Loyalists*
SS-563 – *Pioneer Village*

FILMSTRIPS

Pioneer Life in Upper Canada – N.F.B.

Behind the News

INTERMEDIATE DIVISION (GRADES 7-8)

FRIDAYS, 11:00 – 11:08 A.M.

A continuation of this series of many years' duration is extended throughout the spring with the exception of four weeks in February. As in the past, these presentations will be planned to increase the listener's interest in, and understanding of, important events of news. Students should have maps available for references during the broadcasts. (See *Calling Young Canada* for details.)

Bookshelf Adventure

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 11:15 – 11:30 A.M.

The spread of automation and shorter working hours mean that the schools must take the responsibility of helping our future citizens use leisure time wisely. *Bookshelf Adventure* is intended to whet the pupil's appetite for some of the literature now available in books for the early teens. Each program will dramatize an episode from one of the books. Some of the authors will discuss their books and their own lives as authors.

1. *November 15* . . . THE BLACK JOKE, Farley Mowat (McClelland and Stewart)

   Ever since the days of the privateers there has been a ship called *The Black Joke* sailing from Newfoundland. Fishing, smugglers, a collision off St. Pierre and eating puffins' eggs raw add up to adventure for the teen-agers in this story.

2. *November 22* . . . THE WHALE PEOPLE, Roderick Haig-Brown (Collins)

   Imagine hunting whales in a canoe off the coast of British Columbia. Your tribe's food supply depends upon the skill of the chief, your father. The day he does not return you know that you must take over. Perhaps you, too, would call on the spirit of the shark for help.

3. *November 29* . . . THE CALGARY CHALLENGERS, T. M. Longstreth (Macmillan)

   Sam Shurtliff and his dog want to join the Mounties. While waiting, Sam plays hockey for the Calgary Challengers, a team preparing to represent Canada in international competition. His dog solves a mystery.

4. *December 6* . . . IT'S LIKE THIS, CAT, Emily Neville (Harper and Row)

   A teen-ager in New York City tells his troubles to his cat when no one else will listen. Teen-agers should be able to identify with the characters in this book as they seek to gain independence but are held by family ties.

5. *December 13* . . . PETER GRAVES, William Pene Dubois (The Viking Press)

   Peter meets an eccentric scientist who has learned to overcome gravity. Think of the possibilities: win the Olympic high jump; lift prodigious weights; wash the windows of a skyscraper. The problems encountered are hilarious.

RELATED ACTIVITIES:

The programs are most valuable when the books are available in the classroom library. Some teachers keep the books out of circulation until after the broadcast, then arrange priority lists for borrowers. Displaying the dust jacket on the bulletin board for a few days before the broadcast is an effective way to arouse interest.

RELATED AIDS:

FILMS

E- 89 – *Preparing Your Book Report*
E-112 – *You and Your Library*
E- 45 – *Story Acting Is Fun*

NON-PROJECTED

Other books by the same authors:

Lost in the Barrens – Farley Mowat
Owls in the Family – Farley Mowat
The Dog Who Wouldn't Be – Farley Mowat
Starbuck Valley Winter – Roderick Haig-Brown
Panther – Roderick Haig-Brown
The Scarlet Force – T. M. Longstreth
The Force Carries On – T. M. Longstreth
The Great Getty – William Pene Dubois

Science

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 11:15 – 11:30 A.M.

WEATHER AND YOU

Who cares about the weather? Everybody cares! Sailors, airplane pilots, truck drivers, dog-walkers, umbrella sellers — everybody on earth looks up at the sky and wonders whether the day will be hot or cold, rainy or fair, calm or windy. People have been looking and wondering for thousands of years. The weather is so important to so many different people that we have a special government department called the Dominion Meteorological Branch (Department of Transport).

The series of five weather programs is written and read by Percy Saltzman, a well-known weatherman, of the Dominion Meteorological Branch. The broadcasts are intended to cover the main factors that determine weather, some keys to weather predicting, as well as weather signs and superstitions. The series should be correlated with water studies in Grade 7, and air and weather units in Grade 8 Science.

1. *January 3* . . . EVERYBODY TALKS ABOUT IT

Mr. Saltzman gives a general survey of the nature of weather and its main ingredients. He will emphasize such questions as what weather is; how it differs from climate; the three main factors in weather; the four kinds of storms we might experience in Ontario; the wind peculiar to Canada; and what causes winds to blow.

2. *January 10* . . . STORMS WITH A BIG "S"

Great storms are not just born where we are, but move along a path across our country from west to east. Highs and lows are described in detail on this second program. In which direction do the highs and lows move across Canada? What differences are there between highs and lows? What kind of weather can we expect from a low pressure area? What is a weather front?

3. *January 17* . . . NOW YOU SEE IT, NOW YOU DON'T
(Water and Weather)

Wind and water are the major aspects of weather. Without wind we would not get big changes in temperature or pressure and without water in the air we would not have clouds, rain, hail, snow or even thunder and lightning. Mr. Saltzman will describe the water cycle and general cloud types, indicating the order in which clouds appear with an approaching storm.

4. *January 24* . . . WHAT'S IN THE WIND?
(Weather Predicting)

By tracing the approach and passage of a storm area and resulting changes, Mr. Saltzman will describe how weather predictions can be made; what weather signs indicate an approaching storm; how changing air pressure is measured; and why we seem to get two storms close together.

5. *January 31* . . . RED SKY AT NIGHT, SAILORS DELIGHT?

Over the years, many sayings and superstitions have been associated with weather. Sayings that tie the weather to animals, plants or special days are almost always untrue. Often sayings linked with clouds or rainbows have a great deal of truth.

RELATED ACTIVITIES:

Each broadcast should be introduced by the teacher through a discussion of what students already know about weather and the particular facts to be emphasized by Mr. Saltzman.

A number of weather instruments which can be made by students are mentioned during the series. Copies of these instructions, *for teachers only*, may be obtained upon request from the Audio-Visual Education Section, 559 Jarvis Street, Toronto 5, Ontario.

Follow-up activities can be interesting as well as instructive. The following activities are suggested for each program:

Program 1.

1. Construct a rain gauge.
2. Make a scrapbook of newspaper stories about unusual weather or unusual effects of the weather.
3. Arrange a bulletin board display showing types of weather.

Program 2.

1. Construct a wind gauge.

Program 3.

1. Construct a humidity gauge.
2. Make a mural depicting the water cycle. Print Evaporation, Condensation, Precipitation in the proper locations.

Program 4.

1. Construct a simple barometer.
2. Clip the weather forecast from your newspaper every day for several weeks. How often are the forecasts correct?
3. Borrow an aneroid barometer and record the readings twice a day for a few weeks. Try to make predictions from the changes noted.

Program 5.

1. Make a collection of weather proverbs.
2. Construct models for a cloud chart.

RELATED AIDS:

FILMS

SG-55 – *Air Around Us*
SG-33 – *Atmosphere and Its Circulation*
SG-48 – *Clouds Above, The*
SG-61 – *How Weather is Forecast*
SG-63 – *Nature's Plan*
SG-69 – *Our Weather*
SG-20 – *Rain, What Makes*
SG-47 – *Thunder and Lightning*
SG-27 – *Water Cycle, The*
SC- 7 – *Water, Mysteries of*
SG-79 – *Weather Station, The*

NON-PROJECTED

BOOKLETS, MAPS, LEAFLETS

Director, Meteorological Branch,
315 Bloor Street West,
Toronto 5, Ontario.

BOOKS AND PICTURES

Familiar Cloud Forms —
Educational Film Distributors Ltd.,
577 Jarvis Street,
Toronto 5, Ontario.

Geography

INTERMEDIATE DIVISION (GRADES 7-8)

MONDAYS, 11:15 – 11:30 A.M.

Is agriculture one of Canada's fastest changing industries? What makes harbours become important shipping centres? Is British Columbia the wettest or the driest of our provinces? What are the problems in developing "roads to resources" in the Northwest Territories and the Yukon? These are some of the questions being asked about Canada to-day.

Drama is ever-present in geography. Exciting events quickly make some reference material out-of-date. Other factors, such as terrain and climate, are constant and, of course, basic geographical principles are always important. The purpose of this radio series is to relate some recent eventful happenings with basic principles of geography and, thus, to assist teachers in their constant efforts to provide an informed and interesting program for the pupils.

1. *March 7* . . . FARMING IN THE LOWLANDS

   Some urban people tend to look upon agriculture as unchanging and the activities of our farmers as essentially the same as those of their ancestors. In this program a comparison is made between farming methods of the past and the present. Extensive mechanization, larger farms, hybrid seed, scientific fertilization, new crops and new feed storage methods are among the modern changes.

2. *March 14* . . . THREE HARBOURS

   When, in remote ages, the ocean drowned the huge land area of the Continental Shelf, a varied coastline appeared. Some of the watery valleys of the ancient land became, in modern times, assets to man as places where his ships could seek shelter to load or unload cargoes. In this program, the development of St. John's, Halifax and Saint John are considered. The people of these ice-free, Canadian harbours, making an essential contribution to Canada's trade, bear a proud heritage among the seafarers of the North Atlantic sea lanes.

3. *March 21* . . . RANCHING IN NECHATO

   A British Columbia rancher discusses the exciting life of modern ranching. A well-informed man, he tells us some little-known facts about ranch life. In describing his huge ranch he introduces the Nechato Plateau and the mountain ranges to the East and West. He is intensely interested in the very dry climate and its affect on the growth of pasture and feed for his stock. From this interest-

ing conversation evolves the reasons behind the scarcity of rain and snow and the possible future developments of this region.

4. *March 28* . . . THE ROUTE OF THE CATERPILLARS

In the darkness of an Arctic winter the caterpillar tractor clanks over the frigid tundra. In the train behind the powerful machine, heavily-laden sleighs creak as they slide over the hard powdered snow. We are travelling on the winter road from Yellowknife to Norman Wells in the Northwest Territories. Our road is now as hard as iron in the intense cold but in summer months the same trail will be quite impassable with mud, bog, muskeg and water. To develop rich mineral resources of the Northland roads and railways will become necessary. In our drama of the winter road, the climatic and surface features of part of the North and the complex problem of transportation appears.

RELATED ACTIVITIES:

It is recommended that, before each broadcast, a review of the region to be presented should be made with reference to the following:

1. Use of wall maps, atlases and text books to get a clear understanding of the physical features.
2. How man has used physical features of an area to his advantage.
3. The location of the various industries and the extent to which each is carried on.
4. The population spread.
5. The effect of mountain ranges on weather.
6. The extremes in temperature and rainfall and their effects on man.

During the broadcasts, pupils may want to note:

1. Interesting points relevant to the topic.
2. Similarities and differences expressed.
3. Questions and explanations that they wish to raise later.
4. Reasons for developing the great northland of Canada.

After the broadcasts, immediate discussion would clear up problems and stress the main points presented. Further research in expanding the ideas and happenings of the programs would make interesting and worthwhile projects – either individually or by entire classes.

RELATED AIDS:

FILMS

SS-304 – *Physical Regions of Canada*
SS-541 – *Face of the High Arctic*
SS-587 – *Cattle Ranch*
SS-459 – *Down North*

FILMSTRIPS

Farming in the Lowlands - N.F.B.
Atlantic Region – Transport - N.F.B.
Vancouver and the Western Mountains - E.B.

NON-PROJECTED PUBLICATIONS

Imperial Oil Review, April, 1965 – High North
A New Geography of Canada – Scarfe, Tomkins and Tomkins (Gage)
Canadian Regions – Putnam (Dent and Sons)
The Geography of Canada – Robinson (Longmans, Green and Co.)
The Financial Post – (Maclean-Hunter Publishing Co.)
The Family Herald – (Montreal Star Company)

ONTARIO SCHOOL BROADCASTS NETWORK

Beginning September 27th, school radio broadcasts will be carried by the Canadian Broadcasting Corporation stations listed below and by a number of private stations affiliated with the CBC network.

CBC programs are scheduled for presentation

11:00-11:30 a.m. E.S.T.

CBM	Montreal	CBL	Toronto
CBO	Ottawa	CBE	Windsor

Please CONSULT YOUR LOCAL STATION regarding coverage in your area.

The Department of Education is indebted to the Canadian Broadcasting Corporation and the private stations for the continued co-operation and support in carrying the regular school radio programs.